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# THE CHRONICLE

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## Quote, Unquote

News Summary: Page A3

"It may turn out that a free society cannot really prevent crime." A professor of public policy, on crime and human nature: A40

"Contrary to those snobs among intellectuals and campaign consultants who view voters as unwashed clods, scholarly research of recent years demonstrates that the electorate acts reasonably." A professor of political science, on electoral reform: B1

"We're just trying to figure out where the bleeding's going to stop." A college football coach, on scholarship and staffing cuts: A29

"The highly intrusive language of the bill micromanages some of NIH's important programs." The NIH's Bernadine P. Healy, on legislation to improve research on women's health: A21

"This is the really great part about this. You can take a note and sculpt it. That's what composition is to me. It's sculpting." An associate professor of music composition, on computer music: A5

"The brain drain has stabilized. A lot of people are leaving, but there's always been an import and export of talent from Hong Kong." The former head of the Hong Kong bureau of the Institute of International Education: A32

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## Recession Takes Toll on U.S. Student Aid

Work-study gap, rising loan defaults follow report of big Pell Grant deficit

By THOMAS J. DeLOUGHRY

WASHINGTON

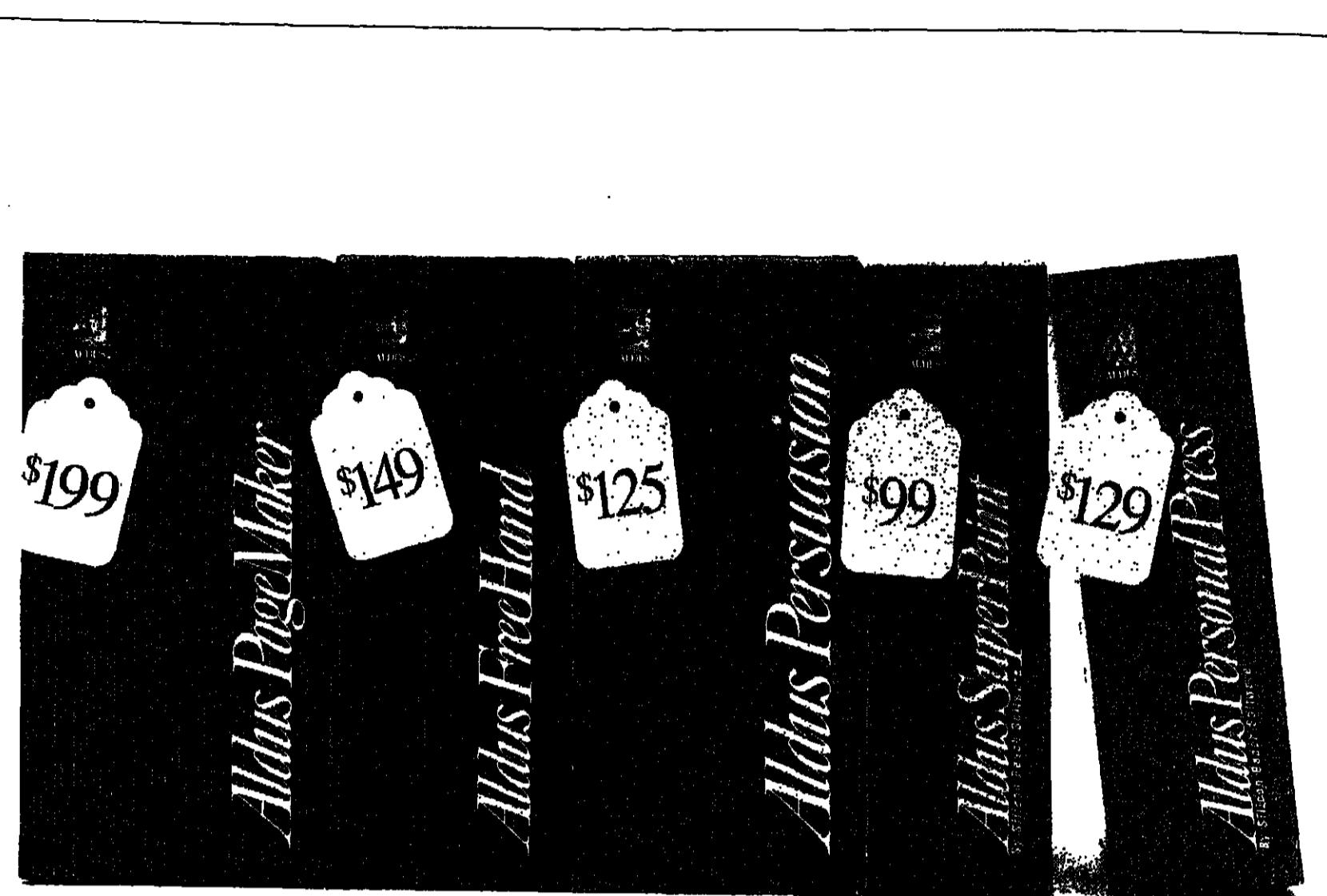
The recession is taking a toll on federal student-aid programs:

■ As the 1991-92 academic year ended, many colleges found that they did not have enough money from the College Work-Study program to provide jobs to eligible students, more of whom were turning to the program because of the recession. Institutions had to either find extra money from other sources or reduce students' work hours. Many are expecting the same problem next year.

■ Some student-aid officials also report that the nation's economic woes are causing more student-loan defaults. The Education Department has estimated that defaults will *Continued on Page A20*

A student in the work-study program at Youngstown State University arranges a museum display case.

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## This Week in The Chronicle

### Scholarship

**'DEATH WITHOUT WEEPING'**  
A new study tries to show how chronic hunger and poverty affect mothers' responses to their children: A7

**REFORMING THE PRESIDENTIAL-ELECTION PROCESS**  
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JOHN MACDONALD

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### Arts

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## MARGINALIA

### In Brief

#### Iowa will sell university TV station

AMES, IOWA—The Iowa Board of Regents will proceed with a plan to sell a commercial television station owned by Iowa State University after the state's Governor last week vetoed a bill that would have prevented the sale.

Marin C. Jischke, the university's president, had recommended against the sale, and many students, professors, and alumni agreed, calling the station an irreplaceable asset. But the regents voted 6 to 3 to pursue an offer from a New York company to buy it for \$14-million. The regents said the proceeds would support other campus programs.

Only two public universities are said to own commercial stations, Iowa State and the University of Missouri at Columbia.

**Police blame dean for student drinking**

MORAGA, CAL.—The dean of student affairs at Saint Mary's College of California was issued a citation by police for permitting the consumption of alcoholic beverages by underaged students at a senior graduation picnic held on the campus.

We blush at the thought.

Then there's this headline from the Sauk Valley Community College Scout:

NOTHING IN THE SPORTS BRIEFS THIS WEEK

Letter circulated at Monroe Community College:

"May 1, 1992 has past . . . You say, so what . . . What was May 1st . . . It was the deadline for submission of Educational Session proposals for the 1992 ACT-I Region II Conference in Poughkeepsie, New York, November 13-15, 1992!!!!!! To date, we have only five proposals . . . HELP!!! HELP!!! HELP!!! . . .

"I look forward to a response from all of us who want to share our vision in order to benefit the role we play on our campuses. Please submit a proposal even if you are not 100% sure you can attend due to budgets. We will cross that bridge when it gets here."

What's its E.T.A.?

Headline in the Tulsa (Okla.) World, over a story about an event at the University of Tulsa:

RUSSIAN ICON, MINIATURE ARTIST SETS LECTURE AT TU  
They're lowering the lectern, of course?

Notice in ETS Access, the staff paper at Educational Testing Service:  
"The gender differences interest group meeting has been rescheduled to Tuesday, May 19, from noon to 2 p.m. in Conant Lounge A."

We're afraid to ask.

—C.G.

#### Students receive roses instead of diplomas

SAVANNAH, GA.—Graduates of the embattled Savannah College of Art and Design received roses in lieu of diplomas (above) at an unauthorized ceremony organized by students and professors after a pipe-bomb explosion led administrators to cancel commencement.

President Richard G. Rowan said the decision to cancel was made out of "overriding concern

for the security and safety of all."

The alternative ceremony was led by several professors recently dismissed by the college, which has been torn by turmoil over faculty and student rights. Four students have filed a \$12.4-million lawsuit accusing the college of harassment and intimidation, said their lawyer, Matthew Wallace. College officials had no comment on the suit.

Because the University of Alaska at Anchorage provided incorrect information, an item about an art exhibit at the university, "Eros Censored," (*The Chronicle*, May 13) incorrectly reported that the exhibit had been organized by the Alaska Humanities Forum. The exhibit was organized by the university's art department. The university required

people interested in viewing the exhibit to be at least 21 years old, not 18 as reported.

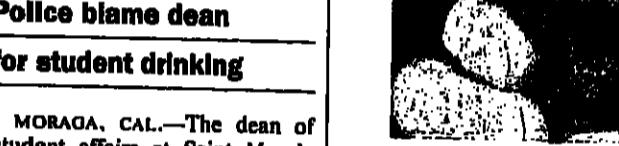
The name of the founder of the Society for the History of Anthropology, Reading, and Publishing (*The Chronicle*, April 22) was incorrect. The society was founded by Jonathan Rose of Drew University and Simon Elliot of Britain's Open University.

#### Corrections



Students make unexpected find

CONWAY, S.C.—Students in an archaeology course at the University of South Carolina's Coastal Carolina College stumbled onto a Colonial house site dating to the early 1700's. They had been looking for the remains of a trading outpost. Instead, they dug up artifacts, including a square "case bottle" (left), probably used to hold alcohol.



Police blame dean for student drinking

MORAGA, CAL.—The dean of student affairs at Saint Mary's College of California was issued a citation by police for permitting the consumption of alcoholic beverages by underaged students at a senior graduation picnic held on the campus.

In a statement, the college said the picnic was sponsored by student groups, which agreed not to serve alcohol to minors. The college said it would have no other comment until officials investigated the incident.

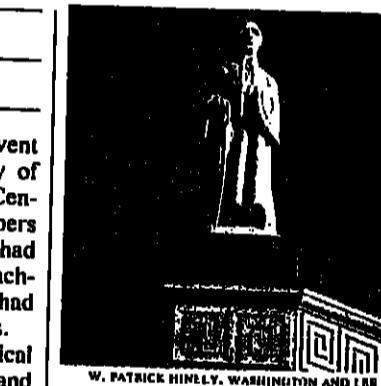
DENVER—In an unusual event last month at the University of Colorado Health Sciences Center, students and staff members commemorated people who had donated their bodies to the teaching hospital, or whose bodies had been donated by their families.

About 140 people—medical students, faculty members, and family members—attended the service, which was held on a lawn outside the medical school.

This was the third year the university sponsored the event. It was organized by the medical school's freshman class to increase students' respect for the cadavers they use to learn anatomy.

During the service, three medical students sang in Hebrew and English, and one student, Eliot Bruhl, co-president of the freshman class, read a poem he had written about life as a medical student and the importance of cadavers to students' understanding of the human body.

CARL REINER



George stands watch

LEXINGTON, VA.—After two years of work, a new bronze statue of George Washington now stands guard atop Washington and Lee University's Washington Hall (above).

Old George, the 146-year-old wooden original, had suffered steady deterioration from rain, woodpeckers, and student pranks. The wooden statue was painted white, except when pranksters coated it in assorted bright colors. The bronze replica, which depicts the first U.S. President holding a sword and diploma, also is painted white.

W. PATRICK RIMLEY, WASHINGTON AND LEE U.

#### Medical school holds service for donors

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DETROIT—Graduate students in clinical psychology at the University of Detroit Mercy ended 11 days of picketing the administration building last month but said they still had concerns about the direction of the doctoral program.

As many as 35 of the 110 Ph.D. students picketed to demonstrate against recent program changes they say will shift the program's emphasis from patient treatment to research. The students complained that the university was unfairly changing their course of study.

The student said she had gone to Mr. Archuleta's apartment to pose clothed for photographic study he had said he was working on. The videotaping occurred while she was changing her clothes. Mr. Archuleta's case may be prosecuted as a misdemeanor or a felony, police said.

A university spokesman said the focus of the program would remain on clinical training. He noted that the changes, which expand course choice and decrease the number of required credit hours, will not affect students already enrolled in the program.

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#### Donor challenges college to physical tests

PORTLAND, ORE.—About 1,500 professors, students, and alumni earned \$1-million last month for Lewis & Clark College by climbing ropes, doing push-ups, and performing other exercises.

They had accepted a challenge from Robert B. Pamplin, Jr., a businessman and chairman of the college's board, who promised to give \$25,000 to help expand the college's library each time a person beat him at one of four arduous activities. He promised up to \$1,000 when someone beat him at five less-strenuous tests.

Mr. Pamplin, 50, works every day and can climb a 16-foot rope in 7.9 seconds (right).



JERRY HART

#### Psychology students protest program changes

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The student said she had gone to Mr. Archuleta's apartment to pose clothed for photographic study he had said he was working on. The videotaping occurred while she was changing her clothes. Mr. Archuleta's case may be prosecuted as a misdemeanor or a felony, police said.

A university spokesman said the focus of the program would remain on clinical training. He noted that the changes, which expand course choice and decrease the number of required credit hours, will not affect students already enrolled in the program.

STANFORD, CAL.—An assistant dean of students at Stanford University resigned last week after being arrested on charges that he had secretly videotaped a female student while she undressed in his apartment.

Stanford police said the student was arrested on the incident. They arrested Keith Archuleta, who was in charge of the Black Community Services Center, which offers educational and cultural programs for students. He had been a dean for four years.

The student said she had gone to Mr. Archuleta's apartment to pose clothed for photographic study he had said he was working on. The videotaping occurred while she was changing her clothes. Mr. Archuleta's case may be prosecuted as a misdemeanor or a felony, police said.

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## DOCTORS PEER REVIEWERS

As the result of a study that found many misleading drug advertisements in medical journals, scientists who serve as peer reviewers could find themselves with more work.

The study, conducted by researchers at the University of California at Los Angeles and reported last week in the *Annals of Internal Medicine*, led one federal official to suggest that the Food and Drug Administration ask peer reviewers from outside the agency to check the scientific accuracy of drug ads. Richard P. Kusserow, the Inspector General for the Department of Health and Human Services, commissioned the study and made the recommendation that the FDA seek outside help.

In the study, the UCLA researchers contacted physicians who regularly review medical-journal articles and pharmacists from drug-information programs at seven university medical centers.

The pharmacists and physicians reviewed 109 advertisements in 10 journals and found an average of 4.3 instances of inadequate, misleading, or inappropriate information in each advertisement.

In an editorial, two *Annals* editors questioned whether advertisements should have to meet the same standards as articles. But the editors recommended creating a national review board to help journals screen out misleading ads.

Two recent actions have cleared the way for astronomers at the University of Arizona to complete the construction of a controversial observatory on nearby Mount Graham.

A federal judge dismissed a lawsuit filed by the Apache Survival Coalition, which sought to prohibit the development on a site that some Apache Indians say is sacred to their tribe. The Indians and environmentalists contended in the lawsuit that the university and the U.S. Forest Service, which manages the Coronado National Forest where Mount Graham is located, made little effort to notify a local Apache tribe about the proposed observatory.

Judge William P. Copley of the U.S. District Court in Phoenix ruled that the forest service had "put forth an extensive effort over a six-year period" to obtain public advice.

Two telescopes are now being built by the university on a 10,500-foot peak of Mount Graham, which is 75 miles northeast of Tucson. Plans to construct a third telescope had been in jeopardy after the Ohio State University withdrew last fall from a partnership that included Arizona and Italy's Arcetri Astrophysical Observatory.

But last month the partnership received a commitment from the Research Corporation of Tucson to underwrite up to \$7.5-million of the cost of building a single-mirror version of the telescope. Arizona officials said a second mirror would be added later.

## Scholarship



Berkeley's Nancy Schepers-Hughes: "I'm not suggesting that these women are devoid of maternal sentiment, thinking, and practice."

## Mother Love and Infant Death in a Brazilian Shantytown

New book in critical medical anthropology questions commonly accepted model of maternal bonding

By Ellen K. Coughlin



Where infant death is routine, ideas about maternal love can be turned upside down. Terezinha, a Brazilian shantytown mother, holds her sick baby, Edilson, in 1982.

Among the people Nancy Schepers-Hughes came to know during her fieldwork on the Alto da Cruzeiro, a shantytown in northeastern Brazil, was a young woman named Terezinha.

On Ms. Schepers-Hughes's first research trip to the Alto in 1982, she found Terezinha's baby boy, Edilson, sickly and seriously malnourished. His mother was certain he was dying of *gastro*, or a progressive wasting, one of an array of symptoms the shantytown women attributed to what they called "child sickness." Terezinha spoke matter-of-factly of the boy's refusal to swallow more than a few spoonfuls of gruel each day, and she rarely held him.

### Alive, but Not Well

Shortly after Ms. Schepers-Hughes left the town, Edilson's condition became much worse. Terezinha took him to the local hospital clinic, but then refused to leave him there. She wanted to take him home to die, she later told the anthropologist.

"I just left him quietly in his hammock," she said. "I didn't want to bother him anymore."

When Ms. Schepers-Hughes returned to

*Continued on Following Page*

## Study of Impoverished Brazilian Community Challenges Ideas About Mother Love

*Continued From Preceding Page*  
the Alto for more field research in 1987, Edilson, to her surprise, was still alive, if not exactly well. Almost seven, he was closer to the size of a four-year-old. His father, it turned out, had tried one last desperate visit to the local doctor. Aggressive treatment with antibiotics had saved the boy, but he still exhibited the stunted growth so common among residents of the Alto.

### A Treasured Son

As a child who had "fooled death," Edilson was now a treasured son. Terezinha spoke passionately about his survival, and affectionately referred to him as her "little monkey."

Terezinha's is one of many such stories that Ms. Schepers-Hughes tells in her new book, *Death Without Weeping: The Violence of Everyday Life in Brazil*, published this month by the University of California Press.

A detailed ethnographic portrayal of some of the poorest of Brazil's poor, *Death Without Weeping* is primarily about the mothers and children of the Alto do Cruzeiro. Through their lives, Ms. Schepers-Hughes, a professor of anthropology at the University of California at Berkeley, attempts to show how an environment of extreme poverty and chronic hunger, where infant mortality is high, can lead mothers to treat the death of a baby with equanimity, and sometimes even help it along.

As she describes it, the Alto do Cruzeiro is a place where idealized Western notions about maternal love are turned upside down.

Ms. Schepers-Hughes is one of a group of scholars who call themselves "critical medical anthropologists," and her book is an example of their attempts to study people's experience of sickness and health with a view to challenging the standard biomedical definitions that surround those conditions.

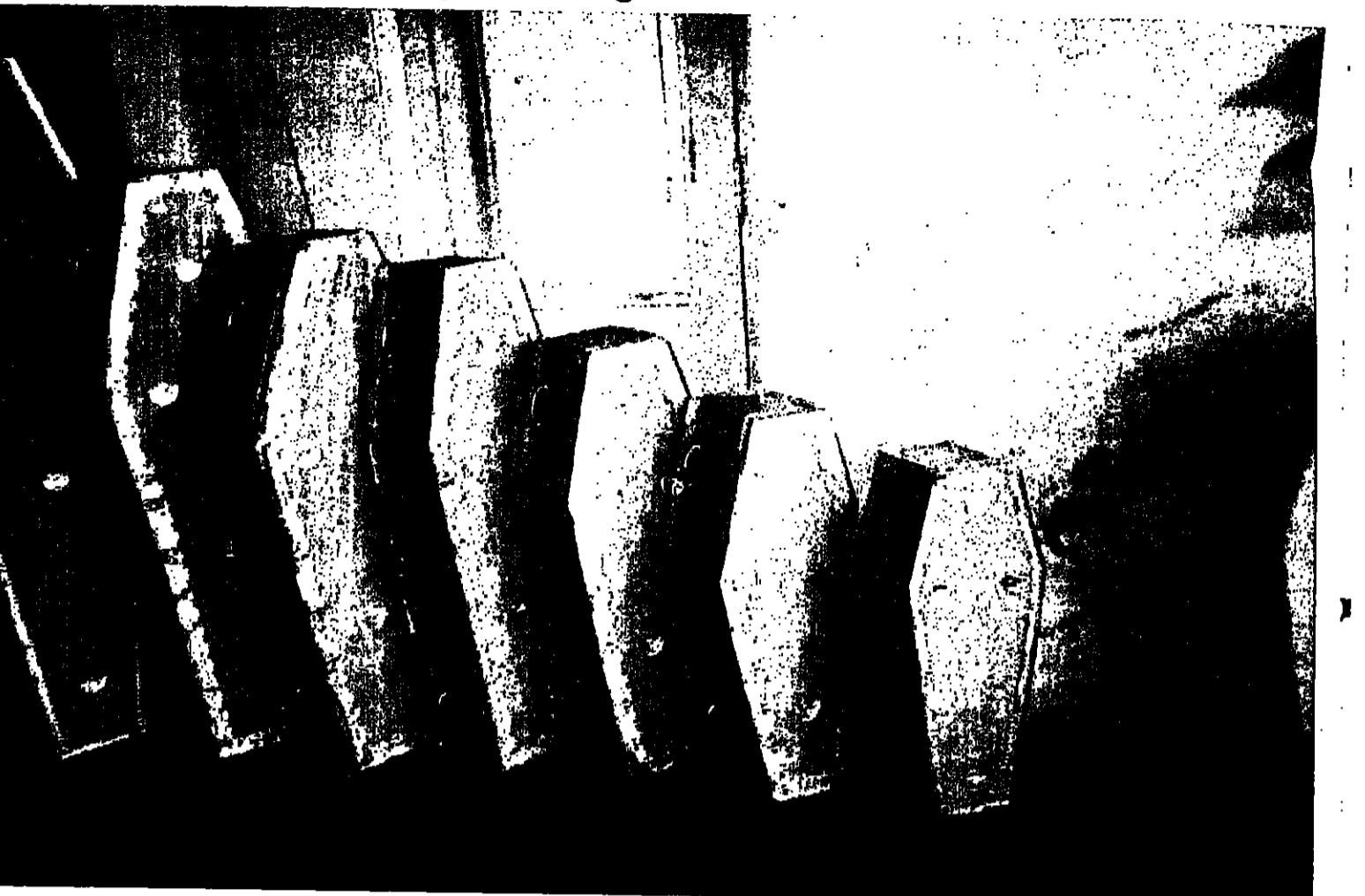
Medical anthropology is a vibrant field; formed in 1971, the Society for Medical Anthropology is one of the largest units of the American Anthropological Association. All medical anthropologists, in a sense, cast a skeptical eye on the medical profession, working to distinguish, for example, between disease and illness, or between the official diagnostic definition of an affliction and the patient's experience of it. But by and large most medical anthropologists accept and work within standard biomedical categories.

### A Leftist Perspective

By contrast, critical medical anthropologists, a newer and smaller group, consciously position themselves outside those categories. They also tend to approach health-related issues from a leftist perspective and to see disease and death as reflective of larger political and economic forces.

"What some people are trying to do," said Margaret Lock, an anthropologist at McGill University, "is to bring in a dimension in which one doesn't accept medical categories as natural fact, but as cultural constructions."

The medical category that Ms.



The deaths of infants and children are commonplace in an environment of poverty and hunger.  
Above, coffins are prepared for the babies of the poor of Bom Jesus da Mata.

Schepers-Hughes does not accept what natural fact has to do with a mother's response to her new child.

"I'm not suggesting that these women are devoid of maternal sentiment, thinking, and practice," she said in an interview. "What I was trying to do was critique the medical model of maternal bonding."

### Sugar Cane and Laundry

The Alto do Cruzeiro is a community of some 5,000 rural workers on a hillside above a city in the sugar-cane-plantation region of the state of Pernambuco in northeastern Brazil. (Ms. Schepers-Hughes calls the city "Bom Jesus da Mata," a fictitious name, but uses the real names of the shantytown and its residents; their poverty and general insignificance in Brazilian society are cover enough, she maintains.)

Under such conditions, Ms. Schepers-Hughes says, the death of small children, especially infants, is commonplace. When asked how many children she has, a poor woman in northeastern Brazil typically replies, "X children, y living." Data Ms. Schepers-Hughes obtained on the reproductive histories of 72 women on the Alto indicated that the "average" woman in the shantytown had experienced 9.5 pregnancies and had lost 3.6 children under the age of five, 2.9 of them before their first birthdays.

In her book, she explains that, like a lot of shantytowns in the region, O Cruzeiro, as it is also known, sprang up in the 1930's but grew rapidly in the 50's when many squatters and tenant farmers were forced off their small holdings as a result of the restructuring of the plantation economy. Most of the men on the Alto do seasonal work as sugar-cane cutters. Most of the women do laundry or other domestic work for the wealthy families of Bom Jesus; a few work in the cane fields.

"What some people are trying to do," said Margaret Lock, an anthropologist at McGill University, "is to bring in a dimension in which one doesn't accept medical categories as natural fact, but as cultural constructions."

The medical category that Ms.

are paltry. There is rarely enough money to buy sufficient quantities of nutritious food, and much of the water available to the community is unclear. Hunger and thirst are constant presences on the hillside.

To illustrate the general level of malnutrition in the Alto population and among the poor elsewhere in the region, Ms. Schepers-Hughes offers a startling statistic: Rural workers in northeastern Brazil take in an average of 1,500 to 1,700

The experiences of these women, Ms. Schepers-Hughes argues, suggest that such concepts as

affection from sickly newborns until the infants are safely past what they consider the most dangerous period, usually the first year. Often the women attribute to their sick babies an inborn aversion to life and will sometimes neglect ones whose fate they believe is sealed, leaving them alone to die—as Terezinha did with Edilson.

The experiences of these women, Ms. Schepers-Hughes argues, suggest that such concepts as

an attack on what she calls the "medical model of maternal bonding."

The way in which medicine and psychology and neonatology and pediatrics have tended to understand the relations between mother and child," Ms. Schepers-Hughes said in the interview, "seems to me to be an adequate description for certain classes at certain historical periods, but not as a universal explanation."

About two decades ago, a body of research began to appear, detailing the bonding process that mothers and infants go through. Although much of that research is no longer accepted by scientists, Ms. Schepers-Hughes argues that many in the medical establishment still cling to the notion that early intimacy between mother and infant is necessary and good for both.

Ms. Schepers-Hughes is not alone in her criticism. In a book to be published by Yale University Press early next year, called *Mother-Infant Bonding: A Scientific Fiction*, Diane E. Eyer, a psychologist at the University of Pennsylvania's Graduate School of Education, attacks the bonding model from a different perspective.

**Arguments Draw Fire**

Nevertheless, many of the things Ms. Schepers-Hughes has to say about the mothers on the Alto have already proved controversial. She has been writing about her fieldwork in Brazil in scholarly and popular periodicals for several years, and her arguments have drawn fire from several quarters.

In a 1988 article in the journal *Culture, Medicine, and Psychiatry*, two anthropologists who have worked in Brazil, Marilyn Nations and Linda-Anne Robbin, argue,

mother love, maternal instinct, and mother-infant bonding are far from universal.

"Mother love is anything other than natural," she writes, "and instead represents a matrix of images, meanings, sentiments, and practices that are everywhere socially and culturally produced."

### A Larger Critique

At more than 600 pages, *Death Without Weeping* is full of the richly detailed description of the traditional ethnography. But, as a critical medical anthropologist, Ms. Schepers-Hughes also has a larger critique in mind. She is critical, for example, of how the political and medical establishments—in Bom Jesus da Mata, the two are closely intertwined—have in many large and small ways implicitly conspired in the transformation of the social problem of hunger into an array of medical problems collectively known on the Alto as *nervoso*, or extreme nervousness.

In a 1988 article in the journal *Culture, Medicine, and Psychiatry*, two anthropologists who have worked in Brazil, Marilyn Nations and Linda-Anne Robbin, argue,

## Scholarship

## Scholarship

among other things, that the Alto women's lack of grief may be a facade, attributable to the "flat affect of impoverished Brazilians" and part of a "culturally mandated norm of mourning behavior."

Others maintain that the assertions Ms. Schepers-Hughes makes about the mothers' indifference to infant death may be impossible to support with any convincing evidence.

Peretti J. Pelto, recently retired as director of the medical-anthropology program at the University of Connecticut, has not read Ms. Schepers-Hughes's book but is generally familiar with her work in Brazil and has read the debates already in print about it. "There's no question about the hunger and the infant mortality; those are real, and the data are fairly clear," said Mr. Pelto, who with his wife, Gretel Pelto, has studied the effects of malnutrition among the poor in Mexico. "But these are extremely complicated areas for assertions to be made and require good solid data, and I'm not convinced she has that."

In her book, Ms. Schepers-Hughes also takes on some femi-

nist writings—she cites Nancy Chodorow's *The Reproduction of Mothering*, Carol Gilligan's *In a Different Voice*, and particularly Sara Ruddick's *Maternal Thinking*. Those books, she argues, seem to posit a universal "womanly ethos," or a distinctive way of approaching the world, and especially children.

For instance, Ms. Schepers-Hughes makes it clear that she considers the women's reactions to infant death a "culturally appropriate" response, among the people living in the village that she studied in County Kerry.

Evidently she does not expect that to happen with the Brazilian people she worked with. This month she will return to the Alto do Cruzeiro, in part to give some of the residents there copies of her book.

Ms. Schepers-Hughes makes it clear that she considers the women's reactions to infant death a "culturally appropriate" response,

born of conditions that are largely not of their making. Indeed, her affection for the women of the Alto is palpable, in her writing and her conversation.

"Many anthropologists will tell you, especially those of us who have been engaged in very, very long-term research with the people that we study, that we become involved in their lives," she said. "They become closer to us, more intimate to us sometimes, than sisters and brothers."

## REQUESTS FOR PROPOSALS

### U.S. Department of Energy

#### Research Opportunities in Radioactive Waste Management

Oak Ridge Institute for Science and Education, on behalf of the U.S. Department of Energy, Office of Civilian Radioactive Waste Management, invites qualified faculty members at Historically Black Colleges and Universities (HBCU) to submit proposals for on-campus research in radioactive waste management. This program will support high-quality research proposals on important scientific or engineering problems related to the consolidation, packaging, handling, transportation, storage, disposal, and monitoring of spent nuclear fuel and high-level radioactive waste. All research under the HBCU Radioactive Waste Management Research program must relate to the site characterization study at Yucca Mountain, Nevada.

Interested faculty members in the following disciplines are encouraged to apply:

**Earth Sciences**  
**Engineering**  
**Materials Science**  
**Radiation Sciences**  
**Transportation/Logistics**

A Request for Proposals (RFP) packet may be obtained by contacting:

HBCU Radioactive Waste Management Research Program  
Science/Engineering Education Division  
Oak Ridge Institute for Science and Education  
P.O. Box 117  
Oak Ridge, TN 37831-0117

ATTN: Billie L. Stockbury  
Telephone (615) 576-0037

Responses to the RFP are due on August 14, 1992, for contracts and funding distribution in 1993.

United States Agency for International Development  
Indo-U.S. Science and Technology Fellowship Program

#### REQUEST FOR PROPOSALS FOR Scientific/Collaborative Research Opportunities in India, 1993

Opportunities for U.S. scientist to conduct collaborative work with Indian scientists in India will be available in 1993 under the Indo-U.S. Science and Technology Fellowship (STF) Program. Fields of research will include Atmospheric/Environmental Sciences, Biology, Biotechnology, Chemistry, Computer Software, Electronics, Forestry, Geology, Marine Science, Materials Science, Microelectronics, Oceanography, Physics, Solid State Electronics, and Water Resources. Other appropriate scientific fields may also be considered. Applicants must be United States citizens under 40 years of age, who have completed a doctoral degree and maintain an ongoing affiliation with a U.S. institution.

U.S. scientists will receive round-trip air travel from their home institution to the research site in India, settling-in allowance upon their arrival, and a monthly stipend throughout the period of their research. Research fellowships will be for a duration of 3-12 months.

Applications and proposals must be postmarked no later than August 15, 1992.

For application and proposal guidelines, please contact:  
Jeanine M. Daniels  
Academy for Educational Development  
1285 23rd Street, N.W.  
Washington, D.C. 20037  
Telephone: (202) 862-1800

## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

### ANTHROPOLOGY

**Rain Forests, Poor People: Resource Control and Resistance in Java**, by Nancy Lee Peluso (University of California Press; 336 pages; \$45). Uses historical field data to examine the conflict in Java, Indonesia, over peasant access to state-controlled forests.

### BIOLOGY

**Faecal Growth in the Rhesus Monkey: A Longitudinal Cephalometric Study**, by Emet D. Schneiderman (Princeton University Press; 224 pages; \$39.50). Presents the results of a 10-year study that traced the growth, from infancy to adulthood, of the lower facial skeleton in 35 captive rhesus monkeys.

## REQUESTS FOR PROPOSALS

### AMERICAN COUNCIL OF LEARNED SOCIETIES COLLABORATIVES

#### Humanities Curriculum and Teacher Development Project

The ACLS Elementary & Secondary School Teacher Development Project strengthens the teaching of the humanities in the public schools through the support of public school teachers engaged in the development of curricular materials reflecting current and emerging understandings of the humanities at the post-secondary level. This is being done by means of the creation of a national network of public school teachers, college faculty members, and senior research scholars collaborating in workshops at selected major research universities. The sites selected for the 1992-93 school year were: San Diego (San Diego City Schools with the University of California, San Diego); Minneapolis (the Minneapolis Public Schools with the University of Minnesota); Los Angeles (Los Angeles Unified School District/Los Angeles Educational Partnership with the University of California, Los Angeles); and Cambridge/Brookline (with Harvard University).

Approximately one million dollars in grants will be divided among four new sites.

University/School District Collaboratives are invited to apply to ACLS by September 15, 1992 for support under this program. Those collaboratives selected as ACLS sites will include public school systems where teachers have significant curricular responsibility and major research universities wishing to develop continuing relationships with their area's schools.

ACLS will award one-to-one matching grants to each partner in the Collaborative:

- \$32,000 for the university-based workshop.
- \$120,000 for teacher release-time to participating districts.

In addition, ACLS will select and fund two post-secondary fellows (at up to \$45,000 each) from local liberal arts colleges to join in the workshop at each site.

#### Application Process

To request a complete project description and an application form please write to:

**Education Office, American Council of Learned Societies  
228 East 45th Street, New York, NY 10017-3398**

Funding for this program has been provided by the Pew Charitable Trusts, DeWitt Wallace-Reader's Digest Fund, and other donors.

*In the administration of its fellowship and grant programs, the ACLS does not discriminate on the basis of age, color, creed, disability, gender, marital status, national origin, race, or sexual preference.*

Nahman as a means of testing the friar's "missionizing" argument.

**Capitalism in Colonial Puerto Rico: Central San Vicente in the Late Nineteenth Century**, by Teresa Martínez Vergne (University Press of Florida; 208 pages; \$27.95). Traces the forces that shaped the sugar economy of the greater Caribbean region through a study of Central San Vicente, a sugar mill established on the northern coast of Puerto Rico in 1873 and closed down in 1892.

**The Geography of Power in Medieval Japan**, by Thomas Keirstead (Princeton University Press; 208 pages; \$27.95). Draws on the work of Michel Foucault, Clifford Geertz, and other theorists in a study of the cultural assumptions about space and society contained in the *shōen* or estate system in medieval Japan.

### GEOGRAPHY

**Deforestation in the Postwar Philippines**, by David M. Kummer (University of Chicago Press; 184 pages; \$17). Examines the interrelationship among political, cultural, and economic factors in Philippine deforestation since 1946.

### HISTORY

**Barcelonans and Beyond: The Disputation of 1223 and Its Aftermath**, by Robert Chazan (University of California Press; 267 pages; \$40). Discusses a public debate convened by King James I of Aragon that set the Dominican Friar Pablo Christiani against Rabbi Moses ben

James Cook's exploration of Nootka Sound in 1778.

**Old and New Nobility in Als-en-Provence, 1800-1898: Portrait of an Urban Elite**, by Donna Bohanan (Louisiana State University Press; 200 pages; \$27.50). Uses data on five noble families from the southern French city to demonstrate the significance of regional diversity in evaluating relations between old and new nobility in 17th-century France.

**To Kiss the Chastening Rod: Domestic Fiction and Sexual Ideology in the American Renaissance**, by G. M. Goshgarian (Cornell University Press; 262 pages; \$24.95). Combines a study of American attitudes toward sexuality in the 1850's with an analysis of related themes in Maria Cummins' *The Lamplighter*, Augustus Jane Evans' *Bruah*, and three other best sellers in women's fiction from the period.

**Other Ships, Boston Ships, and China Goods: The Maritime Fur Trade of the Northwest Coast, 1785-1844**, by James R. Gibson (University of Washington Press; 448 pages; \$45). Discusses the rise and decline of European, Euro-American, and American Indian trade in the region.

**INTELLECTUAL HISTORY**

**Studies in Historical Change**, edited by Ralph Cohen (University Press of Virginia; 327 pages; \$42.50 hardcover; \$17.95 paperback). Focuses on the early works of Felix Mendelssohn: A Study in Romantic Sonata Style, by Greg Viterick (Gordon & Breach; 335 pages; \$35). Focuses on the German composer's work from 1825 to the mid-1830's.

**POLITICAL SCIENCE**

**Analogies at War: Korea, Munich, Dien Bien Phu, and the Vietnam Decisions of 1968**, by Yuen Fong Khong (Princeton University Press; 272 pages; \$39.50 hardcover; \$16.95 paperback). Draws on recently declassified documents and interviews with senior U.S. officials in a study of the role of historical analogy in foreign-policy decision making.

**Argentine Workers: Peronism and Contemporary Class Consciousness**, by Peter Ranis (University of Pittsburgh Press; 336 pages; \$49.95). Examines the political attitudes of members of seven blue- and white-collar unions from the private and public sectors.

**Independent Justice: The Federal Special Prosecutor in American Politics**, by Katy J. Harriger (University Press of Kansas; 264 pages; \$25). Evaluates the record of the Office of the Special Prosecutor since its creation by Congress in 1978.

**Whose North? Political Change, Political Development, and Self-Government in the Northwest Territories**, by Mark O. Dickenson (University of British Columbia Press; 249 pages; \$39.95 U.S. hardcover; \$19.95 U.S. paperback). Focuses on the increased participation of Native peoples in the government of Canada's Northwest Territories.

**Psychology**

**Perturbing the Organism: The Biology of Stressful Experience**, by Herbert Weiner (University of Chicago Press; 358 pages; \$35). Discusses the study of stress in animals and humans since the 1930's.

**PUBLIC POLICY**

**Managing the Medical Arms Race: Innovation and Public Policy in the Medical Device Industry**, by Susan Bartlett Fuote (University of California Press; 299 pages; \$35). Analyzes the impact of government regulations on every phase of the development of new medical technology; includes case studies of lasers, cardiac pacemakers, CT scanners, and IUD's.

**Religion**

**Georgia Harkness: For Such a Time as This**, by Rosemary Skinner Keller (Abingdon Press; 336 pages; \$29.95). A biography of the American theologian and educator who lived from 1891 to 1974.

**Addressees of Publishers**

Abrams Press, 201 Eighth Avenue South, Nashville 37203  
Cornell U. Press, 124 Roberts Place, Ithaca, N.Y. 14851  
Borden & Biddle, 5201 Tacony Street, Philadelphia 19137  
Columbia U. Press, Baton Rouge, La. 70893  
Cornell U. Press, 41 William Street, Princeton, N.J. 08540  
U. of British Columbia Press, 6344 Memorial Road, Vancouver, British Columbia V6T 1Z2  
U. of California Press, 2120 Berkeley Way, Berkeley, Cal. 94720  
U. of Chicago Press, 5801 South Ellis Avenue, Chicago 60637  
U. of North Carolina Press, Box 2288, Chapel Hill, N.C. 27516  
U. of Pittsburgh Press, 127 North Bellefield Avenue, Pittsburgh 15261  
U. of Washington Press, P.O. Box 50098, Seattle 98145  
U. of Wisconsin Press, 114 North Murray Street, Madison, Wis. 53716  
U. Press of Florida, 16 N.W. 15th Street, Gainesville, Fla. 32611  
U. Press of Kansas, 2601 West 15th Street, Lawrence, Kan. 66049  
U. Press of Virginia, Box 3608, University Station, Charlottesville, Va. 22903  
Wesleyan/John Knox Press, 100 Wetherspoon Street, Suite 1620, Louisville, Ky. 40202

### Scholarship

**BOOK**

A feisty new publication is joining the attack on "political correctness" in academe.

**Heterodoxy**, which has financial backing from conservative foundations, was founded to fight "the perversion of higher education for a radical agenda," says Peter Collier, one of its editors. "It's a combat publication, a report from the war zone," he says. He describes himself and his co-editor, David Horowitz, as writers and former radicals who have since defected from their political roots.

In the latest issue, one article argues that lesbian- and gay-studies programs are highly politicized. Another profiles a former professor at the University of Texas at Austin who says he left because he felt ostracized by politically correct colleagues. Still another lists the monthly's choices for "The Ten Wackiest Feminists on Campus." (Its targets include Mary Daly, Carol Delaney, Teresa de Lauretis, Ann Ferguson, Donna Haraway, Sandra Harding, Peggy McIntosh, Avital Ronell, Jane Tompkins, and Joyce Trelivet.)

**Heterodoxy** is published by the Center for the Study of Popular Culture, a non-profit organization in Studio City, Calif. For information or subscriptions (\$25), contact **Heterodoxy**, Office Suite 304, 12400 Ventura Boulevard, Studio City, Cal. 91604; (416) 265-9306.

**Charges of discrimination against Vietnam War veterans has created a brouhaha in Ohio State University's English Department.**

Phoebe S. Spinrad, an associate professor of English and a Vietnam veteran, has filed an internal complaint accusing department members and a dean of discriminating against her because of her veteran status.

They have denied the charges, noting that Ms. Spinrad has been promoted and awarded tenure.

The uproar began last fall, after a poster Ms. Spinrad put up outside her office was defaced. The poster, which called for a monument to honor female veterans, stated:

"Not all women wore love beads in the sixties." Someone wrote over it: "Yeah, some were murderers."

Her colleagues were later angered when she said in an alumni newspaper that most people in powerful posts at colleges had opposed the Vietnam War and that she was trying to "hold the line against the barbarians"—a reference to politically correct colleagues, she says now.

That prompted an exchange of angry letters between Ms. Spinrad and her colleagues that made their way to top officials. Ms. Spinrad has called the letters professionally damaging. Department officials have said her concerns are unfounded.

Meanwhile, the Labor Department has been asked to investigate whether another department member had been denied a promotion because of his veteran's status.

## Personal & Professional

### Business Professors Become Top Wage Earners at Public Universities, Supplanting Engineers

But national salary survey finds engineers still lead all other groups at private institutions

By DENISE K. MAGNER

WASHINGTON

Professors of business and management have supplanted their colleagues in engineering as the top wage earners at public universities, a new study has found.

For eight years, engineering professors took home higher salaries than other academics at both public and private institutions. At private colleges, they still make more than their colleagues in other fields, according to a 1991-92 survey of faculty salaries conducted by the College and University Personnel Association.

The annual survey monitors the salaries of full-time faculty members in 55 disciplines at 290 public and 517 private four-year colleges and universities. It does not include professors in law and medical schools or administrators with faculty rank.

#### \$42,352 Average at Public Colleges

Across all disciplines, the average salary for faculty members of all ranks was \$42,352 in 1991-92 at public colleges and universities. At the private institutions, that figure was \$41,349.

The lowest-paid faculty members are the same ones as in past years: those in nursing, secretarial and related programs.

Meanwhile, at public institutions, new

those in business and management, \$50,443. All three positions outstripped engineering professors, whose average pay was \$50,158.

The reverse held true at private institutions, where engineering faculty members earned an average salary of \$59,027 this past academic year, while academics in marketing management received \$50,034 and those in business and management, \$51,647.

#### Trend Expected to Continue

"Engineering has definitely crested in the public sector," Mr. Howe said.

"In the next few years," he said, "you'll find engineering won't even be at the top in the privates." He predicted that professors in various business fields would pull in the highest salaries for the next several years.

As an indicator of things to come, Mr. Howe compared the average salaries paid to new assistant professors in engineering to those in business fields. The average salary for a new assistant professor of engineering at private institutions was \$43,244 in 1991-92, while those in marketing management made \$49,083.

Meanwhile, at public institutions, new

*Continued on Page A13*

As many as six colleges and universities could be added to the American Association of University Professors' list of censured administrations at the group's annual meeting here this week.

Officials of the association say there is a good chance that five institutions will be removed from the blacklist of academic-freedom violators. If so, the number of censured administrations would increase to 49 after this year's annual meeting, the association's 78th.

Of the six being considered for censure, the surest bets are Dean Junior College, the New Community College of Baltimore, Loma Linda University, and Chowan College, said Jordan E. Kuriand, the AAUP's associate general secretary.

The other two cases, which are less clear cut, involve King's College of New York and Wesley College of Delaware. Both colleges have taken steps to redress some of the issues that led to the investigations.

#### \*Very Encouraging\* Efforts

The AAUP is expected to vote to remove five institutions from the blacklist: the Colorado School of Mines, which was censured in 1973; Sonoma State University, 1983; the University of Northern Colorado, 1984; Temple University, 1985; and Morgan State University, 1987. All have made strides in redressing the issues that led to censure, Mr. Kuriand said.

He called those efforts "very encouraging."

*Continued on Page A13*

Jordan E. Kuriand, the AAUP's associate general secretary. "We have a lot of very small, private, mostly church-related colleges coming down the pike."

## FACT FILE: Average Faculty Salaries by Rank in Selected Fields at Four-Year Institutions, 1991-92

	Professor	Associate professor	Assistant professor*	New assistant professor	Instructor	All ranks		Professor	Associate professor	Assistant professor*	New assistant professor	Instructor	All ranks
Accounting													
Public	\$62,262	\$51,784	\$46,097	\$51,749	\$30,024	\$50,714	Letters	\$50,188	\$39,167	\$31,224	\$30,504	\$23,866	\$38,550
Private	59,767	39,880	40,457	41,843	32,280	42,009	Public	48,819	37,809	30,630	29,100	28,493	38,672
Agriculture and agricultural production							Library and archival sciences	52,285	41,266	33,882	—	27,064	39,903
Public	51,116	39,480	33,416	34,067	22,844	43,035	Private	48,574	37,571	31,024	—	25,946	34,463
Private	—	—	31,830	—	—	36,921	Life sciences	51,051	41,058	33,287	31,209	24,802	43,364
Allied health							Public	49,412	38,088	31,887	30,309	23,411	41,266
Public	49,281	40,937	33,052	32,220	27,209	36,592	Private	—	—	—	—	—	—
Private	55,302	43,918	34,538	—	28,065	38,343	Marketing management	61,591	50,796	47,123	49,273	29,642	51,689
Anthropology							Public	61,936	51,011	45,639	49,083	36,080	50,034
Public	53,304	40,661	31,907	30,666	28,834	43,665	Mathematics	53,438	41,304	34,271	33,582	26,219	41,163
Private	53,514	40,869	33,333	—	—	43,590	Private	53,789	40,429	33,043	31,759	25,269	41,184
Architecture and environmental design							Multidisciplinary studies	50,485	37,131	30,152	31,472	25,772	36,668
Public	54,920	42,434	34,595	32,563	—	44,769	Public	48,548	38,578	31,291	—	25,784	37,038
Private	60,423	44,673	36,090	33,376	31,762	45,743	Musical, general	48,910	38,199	31,132	29,768	26,385	38,993
Area and ethnic studies							Private	44,814	36,247	29,816	29,353	25,413	36,485
Public	55,444	45,409	34,684	—	—	45,365	Nursing, general	51,127	40,774	33,179	32,027	27,972	36,029
Private	52,757	38,085	33,693	—	—	41,485	Public	44,914	36,591	31,518	29,611	28,021	33,489
Audiology and speech pathology							Occupational therapy	52,774	43,021	37,293	—	30,451	39,934
Public	53,774	41,330	34,188	31,252	26,227	41,650	Private	46,529	39,708	35,238	—	—	37,375
Business administration and management, general							Philosophy and religion	52,590	40,221	31,927	30,496	27,808	43,281
Public	57,168	47,701	42,792	46,213	27,702	47,519	Private	47,154	38,182	31,009	29,682	24,798	39,640
Private	59,687	46,070	40,443	42,732	28,860	46,334	Physical education	50,230	40,698	33,504	31,887	27,995	38,312
Business and management							Public	42,784	37,322	30,698	28,274	25,885	34,324
Public	60,741	50,470	46,399	48,807	30,133	50,443	Physical sciences	53,627	40,002	33,638	33,322	26,230	43,647
Private	71,688	50,635	43,324	41,264	29,948	51,647	Private	51,347	38,164	32,641	28,242	—	41,363
Business economics							Physical therapy	51,357	41,483	36,472	—	28,748	36,352
Public	56,279	46,458	40,882	42,139	29,264	47,023	Private	—	45,838	36,962	40,641	36,059	39,637
Chemistry, general							Physics, general	55,088	42,070	34,862	33,408	24,872	47,095
Public	53,452	40,489	33,232	32,471	26,611	45,073	Private	58,620	42,311	35,138	31,232	26,197	48,466
Communications							Political science and government	53,069	40,642	32,203	31,563	27,102	43,009
Public	52,800	38,905	32,352	30,168	26,502	43,910	Private	53,867	40,445	32,503	30,882	29,060	42,981
Communications technologies							Protective services	48,969	39,089	32,270	31,907	28,061	38,279
Public	54,496	42,103	33,826	—	30,483	41,570	Public	48,573	38,928	30,617	—	—	30,110
Private	52,448	40,223	33,401	31,718	26,076	37,419	Psychology	53,207	41,221	33,838	31,318	27,544	44,147
Computer and information science							Private	50,840	39,008	32,083	31,188	24,102	41,238
Public	59,466	48,590	42,046	44,263	28,037	47,345	Reading education	50,846	41,763	34,805	—	25,050	39,384
Private	58,410	44,378	39,470	38,887	30,814	43,604	Private	—	36,050	30,381	—	—	—
Curriculum and instruction							Secretarial and related programs	47,258	39,162	32,610	—	24,340	37,555
Public	49,380	40,319	32,500	30,862	25,095	39,738	Public	40,988	30,671	23,435	—	26,640	27,494
Private	56,297	42,725	33,871	—	—	43,661	Social sciences	50,997	39,389	30,888	30,621	26,475	40,135
Dramatic arts							Private	51,780	37,934	31,488	29,905	24,468	40,740
Public	52,188	38,598	31,040	29,184	26,400	39,342	Social work, general	53,235	42,694	33,845	32,589	29,924	41,326
Private	48,128	36,852	29,672	28,239	27,901	36,385	Private	47,137	38,768	31,676	31,020	26,840	36,438
Drawing							Sociology	51,692	40,819	32,788	31,530	27,347	42,638
Public	48,473	38,351	31,248	29,041	27,184	39,810	Private	48,766	38,416	31,936	30,240	26,953	39,805
Private	46,087	36,418	29,798	27,430	25,339	36,677	Special education, general	51,712	40,844	33,362	32,002	28,458	42,287
Economics							Public	49,219	40,641	30,330	—	—	39,382
Public	57,682	45,192	38,635	38,950	30,267	47,491	Student counseling and personnel services	50,773	40,622	33,398	33,426	31,899	42,627
Private	66,282	43,305	38,158	38,851	32,003	48,805	Private	51,957	40,202	35,205	—	—	42,062
Education							Teacher education, general programs	49,893	41,114	33,333	32,651	27,983	40,526
Public	50,866	40,561	33,186	32,802	24,836	41,207	Private	48,838	35,744	30,163	29,485	24,209	34,758
Private	48,776	37,969	31,623	31,390	24,399	37,986	Theology	42,841	36,826	30,162	28,782	27,670	37,878
Engineering							Visual and performing arts	48,458	38,109	30,593	29,290	26,567	38,491
Public	50,028	48,858	42,343	43,281	31,236	50,158	Private	46,638	37,603	30,664	29,313	2	

## AAUP May Censure 6 Colleges, Lift Sanctions Against 5

**Continued From Preceding Page**  
viding no severance pay, Chowan had violated her academic freedom. College officials did not return telephone calls.

■ **Dean Junior College.** After avoiding censure at two previous times—in 1966 and last year—the college probably will not escape the blacklist this year, Mr. Jordan said. Last year, Committee A recommended delaying a decision on whether to censure the college. It noted that a new president, Frank B. Bruno, was taking office and he had pledged his commitment to academic freedom and tenure.

The AAUP's investigation concluded earlier that the college had

violated the academic freedom of two business professors when it dismissed them in 1990 after their unsuccessful attempts to form a union. The investigation also found that the climate for academic freedom was unhealthy because of the absence of a tenure system, which was abolished in 1973.

Since last year's annual meeting, the college summarily dismissed another professor. The association has concluded that Dean administrators violated the due-process rights of the professor, who was dismissed after an unauthorized three-day absence from class. She was not allowed an appeal or a hearing, an AAUP official said. In

addition, association officials noted that Mr. Bruno had resigned in April and that the college still has no tenure system. John A. Dunn, Jr., a trustee and Dean's acting president, said in a statement that he could not comment on the AAUP's investigation, but he said that professors and administrators were working on "several initiatives."

■ **King's College (N.Y.).** Last year the association delayed a decision on censuring King's because an investigation had found that the college had made efforts to redress academic-freedom violations.

The AAUP investigators concluded that the college had unfairly dis-

missed a professor in 1990 who had worked at the college for 18 years. The college made a cash settlement with the professor, and the president, Friedhelm K. Radandt, promised to work toward implementing a tenure system. King's offers five-year appointments.

Association officials have noted that the college is still facing serious financial problems. While King's does not yet have a tenure system in place, it has provided greater protections for professors, Mr. Kurland said. He expects Committee A to recommend against censuring King's.

■ **Loma Linda University.** Three long-time professors teaching in the university's medical center were dismissed after harshly criticizing the university's adminis-

tration. The dismissals were made in violation of academic-freedom and due-process principles, an investigating committee concluded.

The committee criticized the university's policies for clinical faculty members, who are considered separate from the rest of the faculty because of their salary arrangements. As at many medical schools, the teaching physicians earn their living through their medical practices—rather than from university salaries—and work under contracts with a faculty medical group. The contracts allow the group to dismiss a physician without cause by giving only 60 days notice. The AAUP committee found that the contract terms, the due-process procedures, and the absence of tenure for physicians all violated the professors' academic freedom.

University officials said the AAUP report was "biased" and did not reflect the views of the majority of faculty members.

■ **New Community College of Baltimore.** A professor who had taught at the college since 1972 and been awarded tenure under a previous system was dismissed in violation of his due-process rights, according to an AAUP investigation.

State legislation in 1990 changed the college's name from Community College of Baltimore and gave it a new governing body. The Governor appointed a new president, James D. Tschechelin, who abolished tenure and the faculty's collective-bargaining agreement. Under a new faculty-evaluation system, the professor was dismissed.

The AAUP's investigation concluded that the new administration had "endangered academic freedom" at the college by not honoring the tenure for professors who had already achieved that status.

In an interview, Mr. Tschechelin said, "We disagree with their conclusions." He added: "Tenure is not the only way to achieve academic freedom and job security." Professors now work under three-year contracts, he said.

■ **Wesley College (Del.).** Six professors, five of them tenured, were dismissed last year for publicly criticizing an administrative proposal for dealing with the college's projected deficit, an AAUP investigation found. In April, faculty members voted no confidence in the president, Reed M. Stewart. After the six professors, who were faculty leaders, publicized the results of the no-confidence vote, they were fired.

One tenured professor was reinstated. The investigating committee concluded that Wesley had violated the academic-freedom and due-process rights of the others. The committee also found that the college lacked sufficient policies on shared governance.

The professors filed complaints with the National Labor Relations Board. Since the AAUP's investigation, the college has made cash settlements with all six professors. But AAUP officials said the college had not changed the policies that led to the violations. A college spokesman said in a statement that Wesley had shown "sincere and continued efforts and progress in fostering collegiality and participation on campus."

### Personal & Professional

## Information Technology



PHOTO BY ERIC MERTZ FOR THE CHRONICLE  
Thomas O. Duncan, an associate professor of integrative biology and the project's faculty assistant: "A data base will enhance the utility of a collection."

## Computerized Catalogs Extend Access to Specialized Collections

Project at Berkeley is designed to make material in fields from architecture to public health more available to scholars and laymen

By Beverly T. Watkins

THE HERBARIUM at the University of California at Berkeley contains 1.75 million dried plants, each affixed to a separate sheet of cardboard. The boards rest one on top of another in stacks loosely wrapped in paper folders. The folders are locked in steel cabinets in a building that is located several miles from the campus.

Of necessity, access to the collection is limited to researchers, faculty members, and students who are taking courses in botany and related subjects. Because specimens are organized by their scientific names, users must know exactly which plants they want in order to locate them. Each time the dried plants are unwrapped, bits and pieces crumble off. Some specimens are now worthless.

The herbarium is just one of the specialized collections here to which access is limited because of their size, peculiar organization, and fragile or unwieldy contents. Another is the anthropology museum, which has 3.8 million artifacts and a catalog that accounts for them all in 650,000 records. The architecture and the art-history slide libraries have 550,000 35-millimeter slides between them and no catalogs at all.

The Museum Information Project is a new venture designed to make these and other non-book resources accessible to experts and laymen alike. Although the project includes just half a dozen collections now, the directors hope that one day it will involve the campus's 80 or so collections in art, environmental design, international studies, natural sciences, public health, and other fields.

### Trained in the Priesthood

For the project, managers of the special museum and library collections will develop computer-based catalogs with text information and images of their materials. Anyone will be able to study the contents of a collection and see pictures by searching an electronic data base. The on-line catalogs will be accessible over the campus network and, eventually, over national and international networks.

"The clientele for many collections has been restricted in the past because you have to be trained in the priesthood and know what you want. So no one goes to look at the collections," says Thomas O. Duncan, an associate professor of integrative biology, who is the museum project's faculty assistant. "A data base will enhance the utility of a collection."

Mr. Duncan says that organizing materials on the computer will let the university make its many resources available to public-interest groups, such as "the environmental consulting world," which have been clamoring for information. "The only place this stuff exists is in the museums," he says. "In electronic form, we can research the collections in ways that make sense, depending on the kind of answers you want."

Berkeley is one of the few universities qualified to undertake something like the

*Continued on Page A17*

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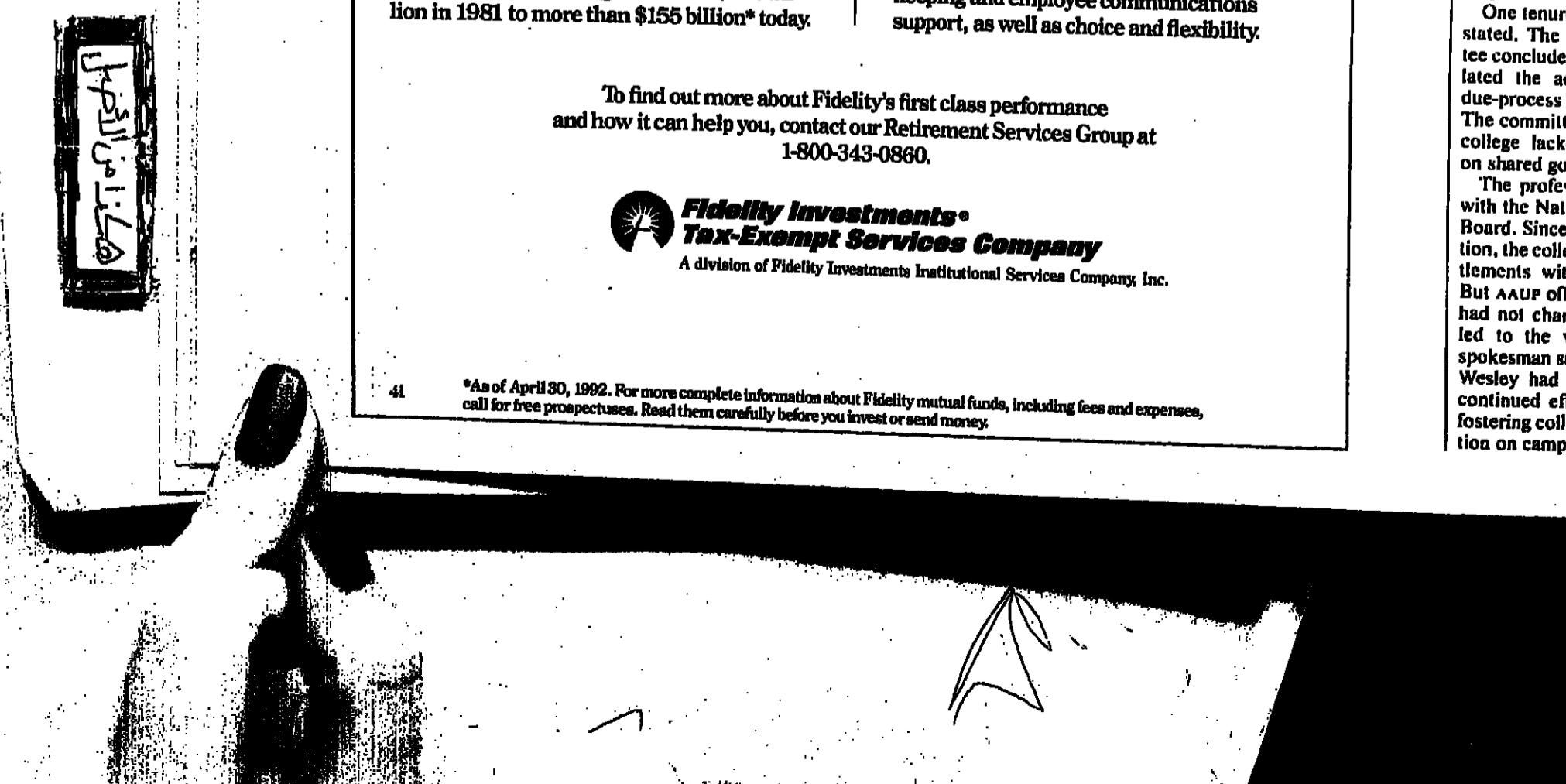
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## TEACHING WITH TECHNOLOGY

- Digital technology displays images of artworks on computer
- Software program aims to make statistics less mind-boggling
- Multimedia disk offers information on neurological disorders

Duke University students are studying art on computer screens in two new centers that use digital technology to display images of artworks. The purpose of the computerized centers is to make high-quality artistic images accessible to more students.

In the past, students in such courses as African-American or Pre-Columbian art have had to compete for access to a limited

number of art reproductions. Now they can turn on an Apple Macintosh computer in one of the study "clusters" and view the works on their screens. Students can study details of the work or compare works side by side.

The cluster concept lets students work together at the computers. "We have found it best for students to study and discuss the works together," says Caroline Bruzelius, chairwoman of the De-

partment of Art and Art History, who created the project.

Next fall the art department will have study clusters in two libraries, with eight computers in each cluster. So far, about 400 images are on the computer data base.

Ms. Bruzelius hopes to be able eventually to transmit the images to other campus sites over a computer network. "What we're doing now is just phase one—just a way station en route to the 'global ac-

cessibility' of images on campus," she says.

Images are scanned into the computer from a slide or a photographic machine, and stored in digital form in a data base that also includes text information, such as title, artist, medium, and subject.

For more information, contact Ms. Bruzelius, Department of Art and Art History, 112 East Duke Building, Duke University, Durham, N.C. 27708; (919) 684-2224.

Statistics may soon become a little less mind-boggling for some college students, thanks to a computer program being developed at Tufts University. The program, called "ConStats," will be tested in classrooms at

Tufts and four other universities next fall.

The program, which runs on an IBM personal computer or compatible machine, is designed to teach introductory statistics in a manner geared to each student's individual learning style. A student can take a problem and examine it from a number of different perspectives. Students who need help can stop for further explanation.

For example, a set of data might appear on the screen and a student would be asked what he wants to do with it. A confident student would select an option and move ahead. But a student who "froze" or became confused at that point would be able to hit a "why" or a "help" button for further explanation.

"Students who successfully use software feel most comfortable posing questions, breaking them down, and extracting ideas through thinking and experimenting," says Steve Cohen, who directs the university's Curricular Software Studio. "What we've done here is to create environments where people can do that."

For more information, contact Mr. Cohen, Curricular Software Studio, Arena User Area, Tufts University, Medford, Mass. 02155; (617) 627-3082; SCOHEN@TURTS. EDU.

### Information Technology

## Computers Used to Extend Access to Collections

### Continued From Page A15

Museum Informatics Project, according to Mr. Duncan, who was director of the University Herbarium until 1991, when he joined the project. "There are relatively few academic institutions with the diversity of collections and the expertise in computers that Berkeley has," he says.

Although several universities, such as Cornell and Harvard, are considering similar ventures, he says, "no one else is doing a project like this."

The museum undertaking grew out of experiments started in 1988 by the Advanced Technology Planning Group, a part of the university's Office of Information Systems and Technology, to develop a database system for storing images in digital form.

"The art and architecture people came to us and said, 'We want images of our articles on computer. Can you help us?'" says Barbara H. Morgan, director of the planning group, which oversees the museum project.

Over the next few years, the planning group developed some prototypes with materials from several special collections. Those models demonstrated that images of artifacts, botanical specimens, paintings, photographs, maps, slides, and other visual materials could be digitized and combined with text records into on-line catalogs.

Medical students at the University of Washington are testing a videodisk program developed to help them understand communications disorders and the effects of speech therapy.

"Multimedia Introduction to Neurologically Impaired Speakers," or "MINIS," combines animation, drawings, photographs, sound, text, and video.

The prototype disk, which operates with Apple Macintosh computers, provides information on three neurological disorders: aphasia, apraxia, and dysarthria. It contains excerpts from videotapes showing the characteristic symptoms of the disorders, how they affect patients, and how they relate to other disorders. The tapes also illustrate how speech therapy can help patients.

The videodisk was developed by Jodie K. Haselkorn, acting assistant professor of rehabilitation medicine and attending physician at the Seattle Veterans Administration Medical Center; Mark P. Haselkorn, chairman of the university's technical-communication department; and Kathryn Yorkston, professor of rehabilitative medicine and director of speech pathology at the university medical center.

"It is impossible to fully learn about communications disorders from a traditional textbook," Ms. Haselkorn says. "The disorders need to be seen and heard. Even the clinical setting is limited by the time residents can spend and the chance availability of patients."

Ms. Haselkorn hopes to introduce the videodisk program into more classes next spring.

For more information, contact Ms. Haselkorn, Veterans Administration Medical Center, 1660 South Columbian Way, Seattle 98108; (206) 764-2222.

KATHERINE B. MANGAN

### Information Technology

## Computers Used to Extend Access to Collections



FRED MERRITZ FOR THE CHRONICLE  
Barbara H. Morgan of Berkeley's Advanced Technology Planning Group: "Cooperative efforts are absolutely essential for this project."

have different opinions about the value of computers for organizing text and images.

Marilyn Snow, a librarian who worked on one of the prototypes, says she is eager to have an on-line catalog with information and pictures because it will make access to her Architecture Slide and Photograph Library much easier.

"I have 200,000 slides and no catalog," she says. "People go to cabinets and look in drawers by category, artist, or name of a building, which is fine if you know that. But people who are thinking of a building type or design or a spatial relationship can't find it."

Ms. Snow says she based her concept of an on-line catalog on the typical architecture catalog of the 1940's, which was a scrapbook with tiny pictures. "I decided we should put that on computer and keep the visual references," she says.

About 1,700 records and 3,000 images are now accessible on the architecture prototype. The model uses two programs—"ImageQuery" and "ImageView"—that turn the computer screen into windows for text and pictures.

**A Visual Data Base**

With her system, Ms. Snow says, she can ask for Indian, Chinese, and Islamic towers, for example, and the computer will tell her how many records are in the data base. With a click of a mouse, she can retrieve the records and scroll through them in one of the windows. With another click, she can get a description and image of a Chinese watchtower and zoom in on a detail. Another click provides a window filled with small snapshots of other towers.

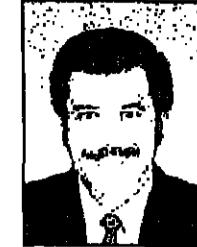
"When the catalog is on line and we have a visual data base," she says, "we can give a visual counterpart to what people are learning from books. We can have more visual education."

Now that the museum project is under way, Ms. Morgan says, she is looking for a small collection to computerize so people can see that an on-line catalog for a complete collection is realistic. "The next stage is tricky," she says. "The question is, What new project will have the quickest payoff?"

### Information Technology

## The Learning Society: My Next Life

By Bernard R. Gifford, Ph.D.  
Apple Computer, Inc.



The mug shot at the top of this column hasn't changed. And the name is the same.

But the more observant readers among you may have noticed that a line of description is missing under my byline. I am no longer identified as Vice President for Education at Apple Computer. And it occurred to me that those of you who know me, and those of you who have come to know me through these columns, might wonder why.

The simplest explanation is that a decade in "new-age" California has finally had an effect on this cynical New York street kid. One life isn't enough for me. But while people around me relive their past lives, I'm preoccupied with the future. And I'm sure of one thing: I want to spend my next life in a university setting. That's where I feel most at home.

After three very exciting years at Apple Computer, I've found myself drawn, with increasing intensity, back into the fold. Not that I've ever been entirely gone! One of the things I've enjoyed most during my tenure at Apple has been the opportunity to visit colleges and universities from coast to coast. In the last few months alone, I've visited campuses in North Carolina, Virginia, Kentucky, Washington, and Ohio. I've felt wonderful about those communities of learners. I'm drawn back to an arena where I can work, in an ongoing way, with students and colleagues. And so, faced with the decision of staying in corporate life or re-integrating myself into the university community, I've decided to return to the University of California at Berkeley. Beginning in January 1993, I'll be taking up my teaching duties there once more.

So—if you'll forgive an existential digression—why am I still occupying this space?

As I make the transition to my next life, I'll be doing a number of things. Apple has asked me to continue these columns for the time being. There are still many things I've learned and observed about computers and classrooms that I want to communicate. And when the time comes that I'm no longer writing these columns under the sponsorship of Apple, I plan to continue sharing my ideas about education and technology through other channels, including a book that I hope to complete in coming months.

Some of my plans are more pedestrian—and I mean that literally. After years of frequent flying and phone meetings on the freeway, I want to take walks with my family and spend a lot more time with them. My 11-year-old son is showing promise of achieving the goal that I strived so hard for and fell short of—being the next Willie Mays. He's playing Little League baseball and I'll be assistant coach of his team. And my five-year-old daughter Elizabeth Danielle, whom we call Gia, is getting ready to play T-ball. She's also an aspiring ice skater and a budding physicist, and she's rapidly proving herself to be our family's resident Macintosh computer expert. So I'll be taking some lessons from Gia. And finally, I'll be spending happy summer hours proofreading my wife's latest book.

At the same time, I'm going to be doing a great deal of thinking about how I can build on the knowledge and experience I've accumulated—sometimes despite myself—over the years. I learned many valuable lessons while serving as dean of the Graduate School of Education at Berkeley, where I had the pleasure of building an especially strong program in cognitive science and instructional technology, and where I was given the opportunity to recruit some of the world's finest cognitive scientists to the faculty. And in my three years in the truly fascinating and challenging business environment of Apple, I've picked up the equivalent of three or four MBAs. I hope to find some way to combine these experiences with my desire to talk about what the future holds in instructional technology and with my impulse to move from diagnosis to development. I plan to do a great deal of reflecting about ways that I might help to build the future.

And I believe that it will be a very exciting future. We are on the edge of tremendous technological advances that will improve instruction and make better use of teacher time and energies. We are on the verge of critical breakthroughs—new courseware authoring systems, new multimedia applications, and new networking opportunities.

We are in the process of developing not only new methods for teaching, but also a new vision of learning—one that recognizes learning as a normal part of being alive rather than a specialized activity tied to the classroom. We are moving toward what I call the Learning Society, in which modern technology is harnessed to free the way we learn, so that learning can go on at any time, at any place, on any topic, and in any sequence. Freed from our self-imposed constraints on how we learn, we can use the world at large as our classroom, and one another as our teachers.

In my next life—and in my next column—I hope to contribute to this vision.

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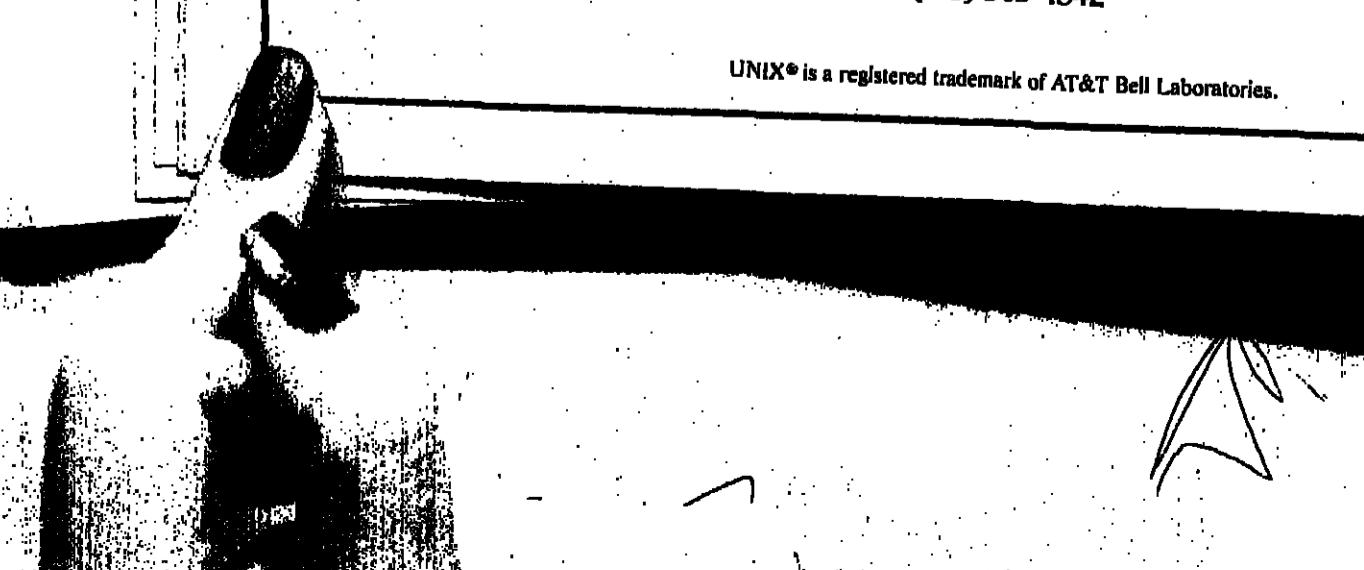
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## NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

### COMPUTER PROGRAMS

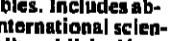
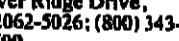
**Medeline.** "IMHOTEP, Version 1.0," for Apple Macintosh or IBM PC and compatibles. Requires "HyperCard" or "Windows." Interactive multimedia program on the health of blacks gives information on seven diseases: AIDS, cholera, diabetes, hypertension, lupus, onchocerciasis, and sickle-cell anemia; includes origin, symptoms, treatment, prevention, and outlook; \$122 for Apple Macintosh version; \$98 for IBM version. Contact: AfroLink Software, 1815 Wellington Road, Los Angeles 90019; (213) 732-7923.

**Phylos.** "CrystalTutor," for Apple Macintosh. Requires "HyperCard." Seven self-paced tutorials help students learn the complex three-dimensional structures of solid-state geometry and crystallography; \$45; quantity discounts available. Contact: Intelligent, Department GPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

**Programming.** "Matrix Engine," for Apple Macintosh. Enables programmers to develop applications for data in databases, ledgers, lists, and spread sheets; lets users create, edit, maintain, and save lists with a defined number of columns; \$395. Contact: DataPak Software Inc., 9317 Northeast Highway 99, Suite G, Vancouver, Wash. 98665-8900; (206) 573-9153.

**Statistica.** "SSRS for Windows," for IBM PC and compatibles. A statistical-analysis package provides file management, data manipulation, and data editing; capable of summary, means comparison, correlation, linear regression, non-parametric tests, and multiple response; users can display multiple windows containing numbers, graphics, commands, and data simultaneously; includes "hot buttons" for immediate access to charts; \$595; site license available. Contact: SSRS Inc., 444 North Michigan Avenue, Chicago 60611-3962; (312) 329-2400.

**Utilities.** "JAG," for IBM PC and compatibles. Requires "Windows." Lets users remove jagged, stair-stepped edges from color and grayscale computer graphics; enhances images in printing, photo-retouching, and three-dimensional applications; \$99.95. Contact: Ray Dream Inc., 1804 North Shoreline Boulevard, Mountain View, Cal. 94041; (800) 846-0111 or (415) 960-0768.

**OPTIONAL DISKS**     

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## Information Technology



The president of the University of Florida decided he couldn't just sit idle as the Legislature debated whether to enact the new tax proposal by Gov. Lawton Chiles.

To drum up support for the proposal, President John V. Lombardi sent letters to about 60,000 students, parents, alumni, and athletic boosters, urging them to tell their legislators to vote for the tax-reform package.

"We need your help," he wrote. The letter said the university had lost 588 positions in the last 18 months and could lose 313 more unless Governor Chiles' "Fair Share Tax and Budget Reform" package or one similar to it were enacted. The plan would drop the state sales tax from six cents to five, but extend it to services that are now exempt, such as dry cleaning and haircuts.

Included with the letters were postcards and a list of legislators' telephone and facsimile numbers. The mailings, which cost more than \$15,500, were paid for by the University of Florida Foundation and the Gator Boosters, a group that supports athletic teams.

Mr. Lombardi said he had begun to campaign for the Governor's plan after both the Board of Regents and the foundation endorsed it.

Although Governor Chiles is a Democrat, Mr. Lombardi said there was nothing inappropriate partisan in his sending the letters, since several Republican legislators and Cabinet members back a similar tax-reform plan.

Florida's financial problems have prompted one private college to offer assistance to state residents who enroll.

Lynn University, until 1991 the College of Boca Raton, created the Florida Resident Academic Incentive Scholarship Program this year to provide grants to students with "demonstrated and potential academic ability."

The award is worth half a semester's tuition of \$5,950, or \$2,975. The award can be combined with a \$425 subsidy from the state's Tuition Voucher Program so that a participant in the program would pay \$2,550 a semester. Grants can be renewed if a student has a grade-point average of at least 2.5 and completes at least 12 credit hours a semester.

What is more, many educators say that the America 2000 program glosses over a fundamental way in which higher education influences schoolchildren: teacher education.

College officials are annoyed that the Education Department has criticized them for not doing enough to help elementary and secondary schools. Many in higher education say that the Administration is ignoring existing, effective programs run by colleges.

Robert E. Levinson, vice-president of marketing at Lynn, said the reaction to the university's new programs, particularly from students and educators, had been enthusiastic. The programs may not only attract more students, he said, but also help ease the space crunch at public colleges. "We feel it's important to do something as a private institution that would be unique and helpful," he said.

America 2000 is the Bush Administration's strategy to inspire the nation to achieve the six National Education Goals. The goals, which were developed by the Administration and the nation's governors, state that:

All children will enter school ready to learn.

The high-school graduation rate will be at least 90 per cent.

Students will be competent in the five core subjects of English, mathematics, science, history, and geography.

## Government & Politics



William C. Kerby, an economics professor at California State U. at Sacramento: "You will not find America 2000 mentioned in the proposal to the Education Department, all 180 pages of it."

## Campus Officials Question Colleges' Role in President's School-Reform Effort

By JACK GOODMAN

Many college officials are skeptical of the role the Bush Administration envisions for their institutions in the America 2000 school-reform effort.

Although they are pleased that the President is drawing attention to the need for education reform, many argue that the agenda set forth in America 2000 is so vague and contradictory that they do not know what is expected of their institutions. They also say their budgets are so tight that the government cannot expect them to expand programs or create new ones without offering financial help.

What is more, many educators say that the America 2000 program glosses over a fundamental way in which higher education influences schoolchildren: teacher education.

College officials are annoyed that the Education Department has criticized them for not doing enough to help elementary and secondary schools. Many in higher education say that the Administration is ignoring existing, effective programs run by colleges.

Colleges Called 'Over-Sensitive'

Still, Carolynne Reid-Wallace, the Assistant Secretary for postsecondary education, says that she has seen a growing contribution by colleges to America 2000 and that their criticism of the strategy results from being "over-sensitive" and excessively concerned about receiving credit for their work.

America 2000 is the Bush Administration's strategy to inspire the nation to

American students will be first in the world in math and science.

All adults will be literate.

Every school will be free of illegal drugs.

The strategy envisions a "populist crusade" in which communities and cities adopt the goals and rebuild their own schools while the federal government serves primarily as a source of encouragement.

Continued on Page A22

## Republican Lawyer Is Administration's Choice to Head White House Effort on Black Colleges

By JOYE MERCER

WASHINGTON

Trudi M. Morrison, a Washington lawyer who has worked for several Republican politicians, is expected to be named to direct the Bush Administration's efforts on behalf of historically black colleges.

Education Department officials confirmed last week that Ms. Morrison was the choice of Carolynne Reid-Wallace, Assistant Secretary for postsecondary education. The officials said Ms. Morrison, who is already consulting at the department, would not comment.

Ms. Morrison would succeed Robert K. Goodwin, who was fired by Ms. Reid-Wallace in February.

As executive director of the White House Initiative on Historically Black Colleges and Universities, Ms. Morrison would work to strengthen the ability of black colleges to participate in federal pro-

grams. She would also coordinate the efforts of the President's Board of Advisors on Historically Black Colleges and Universities.

## Work-Study and Other Student-Aid Programs Are Seriously Hurt by Recession

*Continued From Page A1*

cost the government \$3.4-billion this year. The failure to stem the tide of bad loans despite recent crackdowns in Washington could harm student-aid programs politically, and high default rates at some institutions could result in their students' becoming ineligible for federal loan programs.

These developments followed the Bush Administration's announcements last month that the Pell Grant program had a deficit of \$1.4-billion because of unexpected demand for grants this year and in the coming academic year.

### Tuition Up on Many Campuses

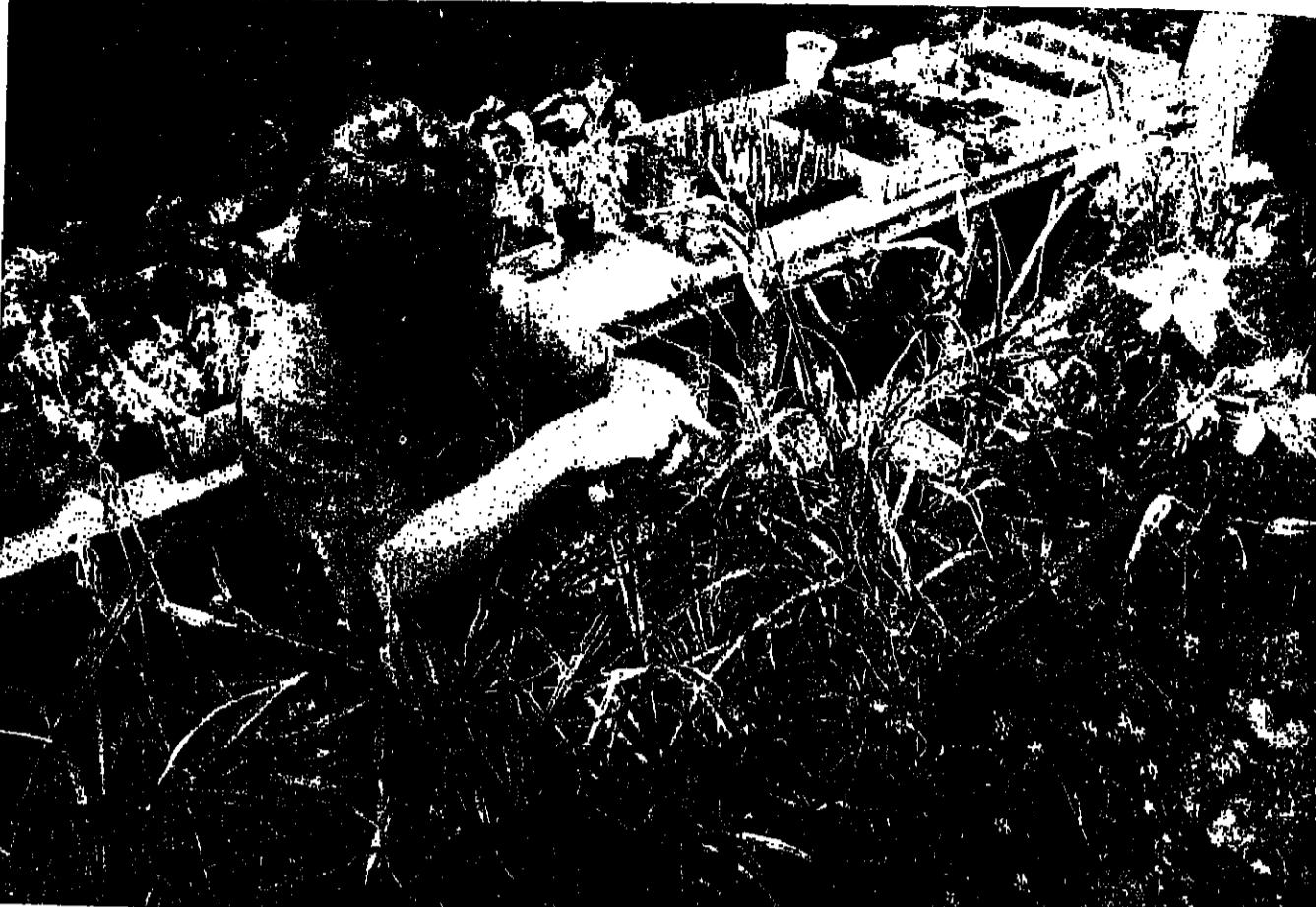
The greater demand for aid has coincided with increases in tuition on many campuses—particularly at many public institutions, where students have been asked to pay more to make up for cuts in state budgets. Aid officers say the programs can stretch only so far.

"It's time to take a look at the whole picture," said Dan Davenport, director of financial aid at the University of Idaho. "We've got to look at some different ways" of aiding students, he said. "We can't continue with 1979 funding levels."

The Bush Administration has been reluctant to blame the recession for the increased demand, but college officials say more people have enrolled in college or job-training courses because they cannot find work. They also report that more students have become eligible for aid because their parents are unemployed.

Washington has provided Pell Grants to all who qualified, creating the shortfall with which Congress is now grappling. But the federal government has not been as generous in the work-study program, advising campuses to make do with the funds they've been allocated.

Under the work-study program, campuses are allotted funds based on the esti-



A Youngstown State student works for the biology department in the institution's greenhouse. University officials are concerned that a shortfall in work-study funds will affect enrollment.

BRUCE ZALES FOR THE CHRONICLE

to take the jobs, and many of them worked more hours.

"More and more people are looking at College Work-Study as an option," said Richard Lasko, director of financial aid at the University of Toledo. He said his university did not see the decline in demand for work-study jobs that had been typical in the spring, when students took better-paying jobs off the campus. "It just hasn't stopped the recession."

Mr. Lasko said demand had also increased because budget cuts in Ohio had led many department heads on the campus to hire work-study students this year as secretaries and laboratory assistants. "It's a double-edged sword," he said.

Toledo is coping with the problem, Mr. Lasko said, by cutting some students' work hours, adding more university funds to the work-study program, and encouraging students to take out Perkins Student Loans rather than work.

Mr. Davenport at the University of Idaho said his office had financed the work-study program "just by the skin of our teeth" this year. Many students, he said, worked more hours this year because they couldn't find jobs last summer.

Mr. Davenport said the work-study program also had been strained by increases in the minimum wage during the past two years.

### 'It Will Hurt Our Enrollment'

At Youngstown State University, officials said they were concerned that their shortage of work-study funds would be worse next year and would have serious effects on students who rely heavily on the program to pay their tuition. "I think it will hurt our enrollment," said William T. Collins, Jr., director of scholarships and financial aid. Tuition at the university will be \$2,589 in the fall.

The largest shortfall may be at the City University of New York, where Chancellor W. Ann Reynolds has appealed to New York's Congressional delegation to help her get as much as \$2-million more in



CUNY's W. Ann Reynolds: "Local businesses are unable to provide sufficient employment opportunities for college students."

HARVEY VAUGHN FOR THE CHRONICLE

concerns that the recession is causing

work-study funds from the Education Department. The lawmakers have not been able to get the money for the 21-campus system, which received \$7.3-million in work-study funds this academic year.

Ms. Reynolds, in a letter to lawmakers, argued that higher tuition and a cut in the Perkins Student Loan Program that occurred because of the university's high default rate had increased the demand for work-study. But she said the largest factor had been the recession.

Ms. Reynolds cited New York City's 10-percent unemployment rate and argued that it was even higher for college-age people. "Local businesses are unable to provide sufficient employment opportunities for college students to assist the personal

effort to pay for higher education," she wrote.

An Education Department official acknowledged that many campuses had had shortages in their work-study programs.

"The moneys are not going as far as they may have in previous years," said the official, who spoke under the terms of a department policy that demands anonymity for all but the highest officials.

### Worsened by 1991 Program Cut

The official said the problem had been made worse by a cut in the work-study program. Congress made that cut in the fiscal 1991 budget, which provided funds for the current academic year. Lawmakers appropriated \$601-million for the program in fiscal 1990 for the 1990-91 academic year, but only \$594-million in fiscal 1991 for the 1991-92 year—a cut of 1.2 per cent.

The official said that colleges that had

requested additional work-study money could qualify for some of the unused funds that other campuses are expected to return to the Education Department next month.

But those funds must be used in the next year, not the current one, he said. Clyde C. Aveline, director of federal relations for CUNY, said providing more money for next year would not be enough. "That never gets you out of the jam," he said.

Regardless of how much money is returned next month, campuses will have a little more work-study money to meet students' needs in the upcoming academic year. That is because Congress appropriated \$615-million for the program in fiscal 1992, an increase of \$21-million over 1991.

Lawmakers are now developing a 1993 budget that would provide funds for academic 1993-94. The Bush Administration has asked them to increase to 50 per cent from 30 per cent the portion of the program paid by employers, and to reduce the federal share to \$454-million. Lawmakers struggling with the Pell Grant shortage could agree to cut the work-study program to find some of the money.

Concerns that the recession is causing

## Section 2

June 10, 1992



MAN-CHILD WINSHIP

Opinion: The reward system at liberal-arts colleges B3



SUFI DEEN OF BABYLON, 1949

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End Paper: Images of New York City B48



JOHN MATTHEWS FOR THE CHRONICLE

## Improving the Way We Elect Presidents

Changes are needed, but reformers must be sure they 'do no harm'

devoted to the *status quo*. The proportion of eligible Americans who vote is at the lowest point in the last six decades.

VOTERS are not responsible for the decay of the American electoral process. Contrary to those snobs among intellectuals and campaign consultants who view voters as unashed clods, scholarly re-

search of recent years demonstrates that the electorate acts reasonably. In particular, empirical researchers who analyze voting data—such political scientists as George Bernard Shaw, Samuel Popkin, Benjamin Page, Robert Shapiro, and Morris Fiorina—have shown that despite limited time and information, voters sensibly assess the data available and make decisions based on rational preferences, on the performance of the incumbent administration, and on candidates' personal characteristics, such as competence, integrity, and reliability.

To be sure, voters do not know many isolated facts about politics, such as the number of people in the House of Representatives. But democratic politics is not a

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OPINION

## Election Reform: Proponents Must Take Care to 'Do No Harm'

*Continued From Preceding Page*

giant "Jeopardy" game. It is, or should be, based on serious choices by busy citizens among the alternatives presented to them.

To improve the election process, we need to stop beating up on the voters, who are the victims of its decay, not the cause. We need to focus on the inadequate stimuli presented to the electorate. If we want voters to focus on issues, we need to bring issues before them. If we want voters to choose a competent President, we need to offer them a choice of competent candidates.

**I**N PARTICULAR, we need to rebuild the party system, improve the quality of information provided voters, and reduce the obstacles to their informed participation. The utility of these approaches can be demonstrated in three areas—voter participation, the conduct of campaigns, and Presidential nominations.

Critics typically have disparaged citizens who do not vote, saying they are neglecting their civic duty. To increase the number of people who vote, it would be more sensible to remove the burdens on voters. For example, voter turnout in America is not actually low; if one looks at the proportion of the registered voters who cast ballots.

Looking at total population, turnout would approach that in other advanced democracies if, instead of requiring citizens to register to vote in person, the government took such simple steps as automatically registering them at the time they renew their driver's licenses. Another simple step would be to re-register voters who are moving when they fill out standard change-of-address forms at their local post offices.

Changing some of the restrictions on the activities of political parties also could help improve the electoral process. Where parties are active, here or abroad, they mobilize voters, especially among the low-income groups that are least likely to vote. Present laws actually inhibit such mobilization because the amount of money that parties are allowed to spend on a Presidential campaign must include what they spend to register voters.

Rebuilding parties is another key to improving campaigns. The Watergate scandal spurred the reform of electoral finance, but the financial limitations adopted actually have further weakened the parties, which already had lost power because of the spread of primaries. For example, laws have improved the way that parties report campaign contributions, but they also now limit a party's contributions to its own candidates to a mere \$5,000 for a House candidate and \$17,500 for a Senate candidate. Thus political parties now provide only 7 percent of the money spent by candidates in elections.

**A**LTHOUGH there are restrictions on how much individual candidates may raise from a single source, no restrictions exist on how much they may raise over all, and most campaigns now rely on donations from individuals and political-action committees. This system encourages campaigns by individuals who are not beholden to the parties; increases the clout of corporations and trade associations joined in PACs; assures most incumbents (who are usually the recipients of PAC money) easy re-election; and gives an unfair advantage to candidates with large personal wealth.

Public disapproval of the resulting elec-

toral process is evident in the movement to limit the terms of legislators. A better solution would be to increase the financial resources of the parties, so that they could conduct meaningful and reasonably coherent campaigns, based on their records and collective stands on issues. Many scholars now agree on this approach, although others are skeptical that parties can be rebuilt.

Those of us who support the concept propose various possibilities, such as raising the amounts that individuals can contribute to parties and increasing the amounts that parties can spend on campaigns; asking Congress to pass legislation to reduce the costs of political mailings and television ads; and giving direct public subsidies of tax dollars to parties. In any new system, however, it is vital that funds go to parties.

Strengthened parties could also address the problem of providing more information to voters. Although sneering political commentators may doubt it, our parties do differ: Note their policies on taxation and abortion, for example. If parties were more prominent in election campaigns and if they were able to publicize their positions on various issues more extensively, voters would find it easier to cast informed ballots. Televised debates also could provide simple yet meaningful information if they were restructured as direct confrontations between party candidates (as in Canada), rather than as opportunities for reporters and broadcasters to exhibit their pretensions to political savvy.

**P**ERHAPS the most vital step we could take—one that many scholars and political commentators support—would be to alter the system of Presidential nominations. This year, close to half of the voters in primary elections (and even more of the non-voters) have said that they are

dissatisfied with the choices presented. They may not realize it, but their unhappiness is the direct result of changes in the nominating process since the 1960's. Without really intending it, we have replaced an imperfect method of deliberation and bargaining among politicians—who read public opinion—with a far more imperfect method of incomplete and hasty decision making in primary primaries and caucuses by unrepresentative state electors (influenced by newspaper and television pundits).

Presidential nominations now depend on the ambitions of individual entrepreneurial candidates. Before most of the nation pays attention, these candidates are evaluated, and most are eliminated, by the voters of Iowa and New Hampshire—small, relatively non-industrialized and ethnically homogeneous states; by fund raisers who are not politically accountable to the electorate but who play a large role in advancing candidates; and by a press corps concerned more with a candidate's prurient than public behavior.

Party leaders and public officials, who are well informed about the candidates, are reduced to cheerleaders. By the time the voters learn enough about the candidates to make informed judgments, their choices are highly restricted.

Aside from New Hampshire motel operators, few defend this system, and Democratic Party commissions have debated various changes in the nomination system. Journalists and legislators also review the process after each unhappy election, but most suggested changes might actually worsen the situation.

For example, one suggestion, a national primary, would be a roll of the dice, substituting a single premature decision for the present overemphasis on a few early primaries. A series of regional primaries

would give an advantage to a candidate from the first region polled, who would gain immense momentum from the resulting press attention. A return to the traditional system of brokered party conventions—which I and some political commentators support—would no longer be legitimate by our contemporary standards of "pure" democracy.

**Y**et some improvements are still possible. If more party and public officials were named "superdelegates" to the party conventions, they could increase the importance of peer review. Primaries could be scheduled better, perhaps held once each month for several months in representative samples of states chosen from all the major regions. The national parties could even adopt the practice of many states and hold their conventions early in the election year, approving a small number of potential leaders who met the politicians' tests of competence and skill. With the fuller information provided in these publicized national screenings, the party voters could be trusted to make the final choice in a national primary.

Even if adopted, such reforms also would surely demonstrate the law of unintended consequences: We get more—and often worse—results than we expect. In further changing the American election system, then, we must be wary and try, at least one time, to follow the ancient first law of medicine: "Do no harm." Our patient, the political process, does need medicine, but the prescriptions must be based on informed analysis of the problem, not on ritualistic incantations of devotion to democracy and change for the sake of change.

*Gerald M. Pomper is professor of political science at Rutgers University and author of Passions and Interests: Political Party Concepts of American Democracy (University Press of Kansas, 1992).*

### MÉLANGE: COMMENCEMENTS 1992

#### 'The Screen Behind Which Our Nation Is Looted'; Giving Your Lives to the Service of the Oppressed'

**N**OT LONG AGO I spent an evening at a church near my home in downtown Washington, listening to a beautiful choral performance by a local group.

I left the church, alone, and as I was walking through the darkness to my car, four young black men approached me. I saw them first out of the corner of my eye, and as they came closer I was frightened, and I tensed.

They said: "Did you like the concert?" They were seniors at Howard University—music lovers, too. I felt naked and ashamed.

**T**HIS IS WHAT THE QUIET CONDITIONING OF THE LAST 12 YEARS DOES. IT MAKES US AFRAID OF ONE ANOTHER. EVENTUALLY, IT MAKES US HATE EACH OTHER.

We cannot change America if we train our anger on ourselves. Fear and hate make us weak...

They become the screen behind which our nation is looted. Today, our attention is consciously being turned away from our crumbling economy—our attention is not focused on factories that can't compete; not focused on bridges and roads crumbling from neglect; not focused on failing health and education systems.

Instead, we are distracted by flag

burning; by phony affirmative-action controversies; by imaginary welfare queens; by Willie Horton campaign tactics. And we are wedged apart from one another. And while we fight among ourselves, the middle class is drained, the poor are crushed, and a small political and social elite gets wealthier every day. —Sen. John D. Rockefeller IV, Democrat of West Virginia, at the University of North Alabama

Where, then, from this welter . . . of devastation will you find joy and hope and delight? I think you will find it in giving your lives to the service of the oppressed around you . . .

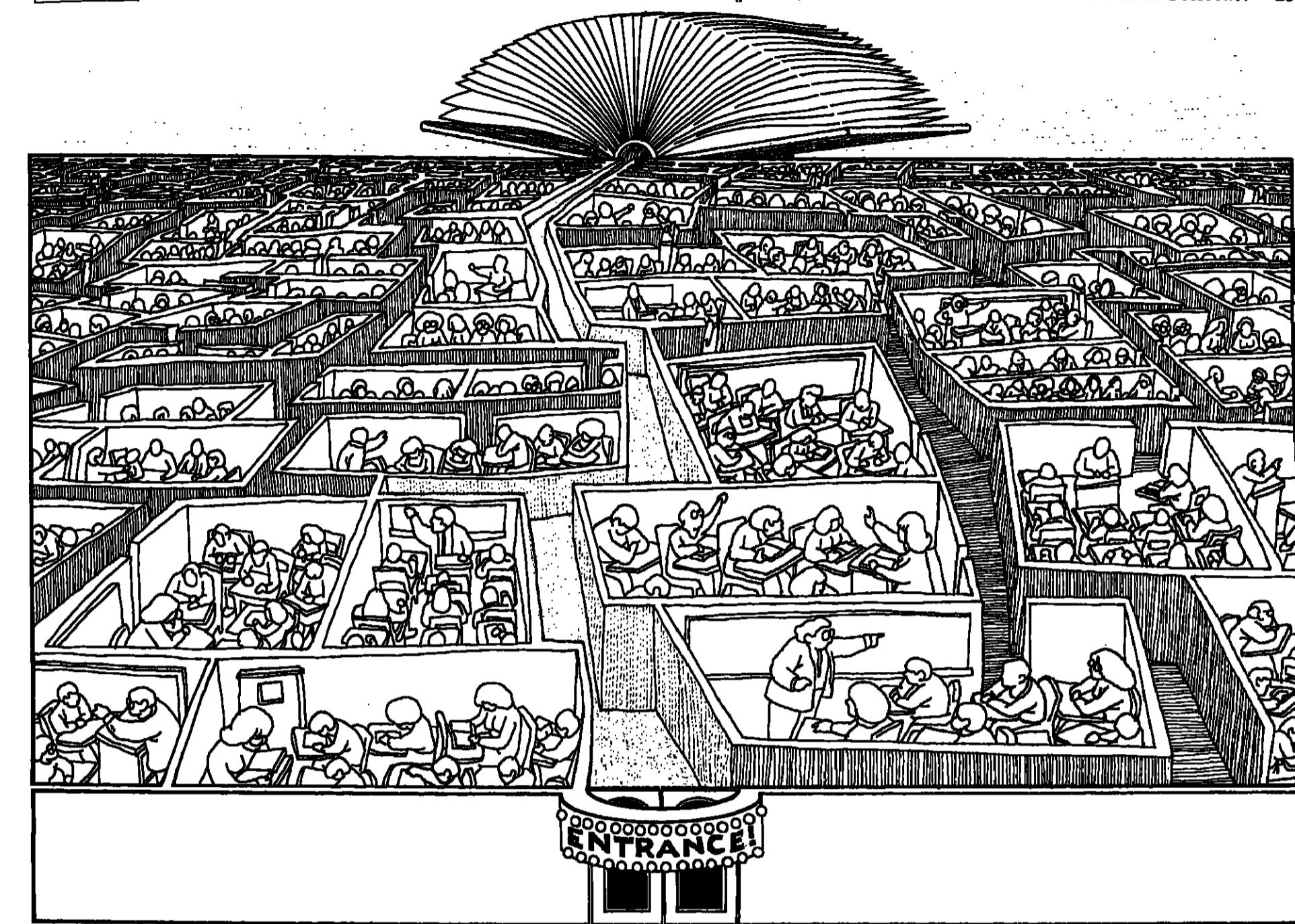
There is no place in this quest I offer you for meanness of spirit, violence, petulance, rude language, or spite. There is only place for freedom, decency, daring, compassion, and a monumental refusal to be led, forced, wrecked on the will of others for whom power is a divine and brutal compulsion. Beware of power everywhere—in your church, in the supermarket, in your children's classrooms, in the courts, in the press, in television, in your family . . .

Confound the skeptics. Turn things around.

—Ned O'Gorman, writer and headmaster of The Children's Storefront School (New York City) at Seton Hill College

### OPINION

### OPINION



MARK KAUSEL FOR THE CHRONICLE

**W**hen I came to Colby College in 1978, it had the reputation of being one of America's top regional liberal-arts colleges. Today nearly every national ranking of liberal-arts colleges rates Colby highly; even during this recession it continues to attract more than 3,000 applicants each year for some 450 spots in the freshman class. Colby is "hot," and for good reason: It has all the ingredients of a first-rate institution—productive and caring faculty, bright and hard-working students, a dynamic president, and deeply devoted trustees.

Where, then, from this welter . . . of devastation will you find joy and hope and delight? I think you will find it in giving your lives to the service of the oppressed around you . . .

There is no place in this quest I offer you for meanness of spirit, violence, petulance, rude language, or spite. There is only place for freedom, decency, daring, compassion, and a monumental refusal to be led, forced, wrecked on the will of others for whom power is a divine and brutal compulsion. Beware of power everywhere—in your church, in the supermarket, in your children's classrooms, in the courts, in the press, in television, in your family . . .

Confound the skeptics. Turn things around.

—Ned O'Gorman, writer and headmaster of The Children's Storefront School (New York City) at Seton Hill College

ly as an inducement to publish. Today the likelihood of being tenured without at least one book (or an "equivalent" number of articles) to one's credit is minimal. A "meritocracy" prevails.

One consequence of the transformation of Colby's faculty from one consisting primarily of teachers to one composed of scholar-teachers is that, at any particular

mining merit pay. Since the administration assumes that only a few faculty members can be rated "exceptional" and receive the largest salary increases, faculty members compete for the "exceptional" label.

A third consequence of the de-emphasis on teaching has been that tenure and other rewards have been given to good scholars who are not effective teachers and denied

## A College That No Longer Puts Teaching First Pays a High Price for Its Exalted Reputation

time, several faculty members might be away from the college pursuing research and writing even when they are not officially on leave. Invariably, students complain that so-and-so is absent too often, that teachers are not keeping office hours, that a desired class is not being taught, or that classes frequently are rescheduled to accommodate a faculty member's travel plans.

Another consequence of the new system has been increased competitiveness among colleagues. Tenure, promotions, and raises theoretically are based on performance, and the official order of priorities is teaching, scholarship, and service. Faculty members are rated as "exceptional," "outstanding," or "good." In some tenure decisions, merely "outstanding" teacher-scholars have been denied tenure. And despite the official line that the top salary increases are awarded only to the best teachers, in reality, excellence in teaching falls behind publication in deter-

to excellent teachers with only mildly impressive scholarly records. Publishing has become such an important criterion in tenure decisions that tenure-review committees are even evaluating the prestige of publishers with whom colleagues sign contracts. A faculty member with a book to his or her credit might be denied tenure if the committee felt the publisher was not prestigious enough.

**I**N SHORT, although outside observers may view Colby's meteoric rise in status as proof of unqualified success, insiders such as myself recognize that the college has paid a high price for its exalted reputation. Colby has demeaned one of the most important qualities that define a small liberal-arts college—a faculty committed primarily to teaching—by forcibly recasting its faculty in the image of those at large research institutions.

Of course, there is absolutely nothing wrong, and much that is commendable,

with people's setting high standards for themselves, but the effect of making such publishing standards part of the *unofficial* ideology of merit is pernicious. Untenured faculty members who accept at face value the official line of "teaching first" are shattered emotionally when they are denied tenure because their publication record is deemed inadequate. But equally disturbing, tenured faculty members who publish infrequently, and who privately insist that they are content with focusing on teaching and writing the odd article, will pretend in public that they themselves have embraced the ideology of "publication first."

To back up their pretense, they sometimes impose even *higher* standards on tenure candidates than do some of the faculty members who are publishing vigorously. The teaching-oriented faculty members say, in effect, "I don't publish very much, but I think candidates for tenure should have an impressive publication record." In no time, a herd instinct or pack mentality prevails, resulting in "mere" teachers' being denied tenure.

My perceptions of the changes at Colby have shaped my beliefs about how liberal-arts institutions should treat their most valuable resource, the faculty:

■ Colleges should not give mixed messages to junior faculty members; they should not say that excellence in teaching is the *sine qua non* for tenure and promotion but then, in fact, reward individuals largely on the basis of their publication records.

■ Administrators and faculty members

*Continued on Following Page*

## LETTERS TO THE EDITOR

*Community Colleges as Paths to Bachelor's Degrees*

## TO THE EDITOR:

There is nothing especially newsworthy in California's reported plan to redirect otherwise "qualified" undergraduates from its overcrowded universities to community colleges ("States Turn to Community Colleges as Route to Bachelor's Degree as 4-Year Campuses Face Tight Budgets and Overcrowding," May 6). Neither is it news that one or more states might authorize some community colleges to grant the baccalaureate. . . . What is news is that the current crop of policy makers who advance such plans have clearly chosen to ignore the lessons of history and the considered advice of the Education Commission of the States.

With respect to diversion, the historical lesson is clear: Where diversion is adopted as state policy, it is invariably the least affluent and advantaged among university-eligible students who are channeled to community colleges. And while considerable debate surrounds the reasons, there is no question that the prospect of a diverted student's ever transferring to a senior institution and attaining the baccalaureate is severely diminished. Whatever fiscal justification might be raised in its defense, diversion, as social policy, impacts unjustly on our nation's most disadvantaged students.

As for the conversion of community colleges into senior institutions, the historical record is equally clear: Access and opportunity will be diminished for underserved students. One merely has to look to the example of Wayne State University, which began as Detroit Junior College, to observe the social dynamics at work. As Wayne State matured and adopted the norms of the American research university, access for the people of Detroit was diminished. There is no small irony in the fact that the people of Detroit, having nurtured Wayne State University, eventually found it necessary to create Wayne County Community College.

## TO THE EDITOR:

Your article on how many states in the throes of fiscal crises are turning to community colleges to provide the first two years of a bachelor's degree at low cost to increasing numbers of students contains both bad and good news.

Unfortunately, the bad news is really not news at all. The California plan, for example, to "divert" students to two-year colleges who are academically qualified to enroll directly in the state's four-year institutions, though it might save California millions, smacks of old ways of doing business—old ways that have led California to have one of the lowest transfer rates in the nation.

Those who know the history of the

California system of higher education may recall that the state's first Master Plan in 1960 also called for the diversion of students away from senior to junior institutions. This in the face of gathering evidence that beginning one's college career at a community college rather than at a four-year college resulted in a competitive disadvantage for academically and socio-economically equivalent students seeking undergraduate degrees. They were up to 25 percent less likely to complete baccalaureates. Thus to once again advocate the wholesale diversion of students is to re-embrace the most regressive kind of social policy.

The good news is also not entirely new. Some fiscally strapped states, notably Florida, are considering more progressive responses—providing private senior colleges with direct institutional grants of up to \$3,000 for each community-college transfer student that they accept; and, more interestingly, allowing some of the larger, more academically able community colleges to begin to offer bachelor's degrees. In the past, scores of upwardly aspiring two-year colleges converted themselves into senior institutions and in the process abandoned their commitment to access and equity. If colleges such as Miami-Dade are allowed to experiment with baccalaureate programs, one hopes that they would not follow the same path and attempt to become the University of Florida South. Rather they could in fact enhance opportunities for their open-admission students by enabling them to "transfer" without leaving the institution whose expectations and culture they had already mastered. It might very well be that structural barriers to the baccalaureate will be removed and the state, to boot, will save some money.

Hard times often reveal hidden opportunities. Let us hope that we seize the moment, stay true to our best interests, and take some chances in the interest of access and equity.

L. STEVEN ZWIERLING  
Education and Culture Program Officer  
Ford Foundation  
New York City

## TO THE EDITOR:

... An institution that offers the first two years of a liberal-arts education and that facilitates the transfer process has operated successfully in Wisconsin for 34 years. It is the University of Wisconsin Centers, a two-year institution within the University of Wisconsin System, with 13 campuses located in small- and medium-sized communities throughout the state. The uwC offers freshman- and sophomore-level university courses to approximately 11,000 students and confers a general-education associate degree.

Students are admitted to the senior college from which they will earn the degree, but as transient students, they may take courses offered by the other two colleges. . . .

Each institution provides the faculty for its courses, and each maintains the official academic records of its students. However, all registration is done through Brunswick College, and all fees are paid to the respective colleges. The staff of the Brunswick Center coordinates a unified program on behalf of the participating colleges and university.

All services of the Brunswick College library are available to the students enrolled through the Brunswick Center. The senior colleges evaluate the library resources for their courses and supplement where needed.

CHARLES M. CHAMBERS  
Editor of BioScience  
Executive Director of American Association of Biological Sciences  
Washington

More freshmen begin at the uwC than at any of the other uw institutions except the University of Wisconsin at Madison. The uw System transfer policy directs baccalaureate campuses to treat Centers transfers largely as they do their own continuing students. Joint-admission agreements allow a student to be admitted as a freshman to a Centers campus with a guarantee (assuming satisfactory performance) of admission as a junior to a specific baccalaureate campus. Although student outcomes vary from year to year, in general at least 70 percent of those who transfer complete the bachelor's degree.

Fiscal constraints have affected Wisconsin as they have other states, and our students are facing increasingly higher GPA requirements for admission to the uwC and for transfer. Nevertheless, our experience shows that a freshman-sophomore institution can give students an excellent and relatively low-cost preparation for the final years of a college education.

LEE E. GRUCCIO  
Chancellor  
University of Wisconsin Centers  
Madison, Wis.

## TO THE EDITOR:

... For the past five years I have been director of the Brunswick Center, a consortium composed of Brunswick College, a two-year college; Armstrong State College, a senior college; and Georgia Southern University, a regional university. In the fall of 1986, these three institutions, all units of the University System of Georgia, entered into an arrangement whereby the junior college would continue to provide the

HENRY E. BARBER  
Director of the Brunswick Center  
Brunswick College  
Brunswick, Ga.

*The importance of things cold and squirmy*

## TO THE EDITOR:

David L. Wheeler's May 13 article "New Ferocity Marks Ancient Debate Over Humanity's Relationship to Nature" does an excellent job of focusing the current debate within the scientific, environmental, and conservation communities on the

Continued on Following Page

first two years of college and the associate's degree and the senior college and university would offer upper-division courses on the junior-college campus leading to baccalaureate degrees. . . .

■

Because of the span of their existence and the size of their populations, we should expect statistically that essentially any enzyme, hormone, or other protein that would be of value to us has already been identified and archived away somewhere in their vast DNA library. This is where the greatest urgency lay in preserving and prospecting biodiversity, even though slime molds do not have the greatest public appeal. Believe it or not, the civilization of the ant is much more important to us than the civilization of the antelope or the albino.

At the same time though, vertebrates have a significant genetic heritage of value to us, since we are one. I'm not willing to admit that perhaps even the lesser hedgehog tenrec of Tananarive, since it is there, might not just have an extract from its pancreas that would manage cholesterol metabolism in humans. So it, and everything else that is endangered, is worthy of our solicitude and protection, regardless of who "owns" the world.

CHARLES M. CHAMBERS  
Editor of BioScience  
Executive Director of American Association of Biological Sciences  
Washington

## Lecturer defends 'Spade Kicks' talk

## TO THE EDITOR:

As the author of the "Spade Kicks" talk at Harvard ("Angry Protests Over Diversity and Free Speech Mark Contentious Spring Semester at Harvard," May 6), I was appalled at coverage of the talk in *The Chronicle*. Neither Zaheer Ali, whom you quoted extensively, nor your reporter, Michele N-K Collison, gave any indication that the title of the talk advertised on the flier to which students objected was a quote taken from Jack Kerouac's novel *On the Road* and the expression of an attitude I was criticizing and not advocating.

The thesis of my talk was summed up in its title: What attracted white liberals like Jack Kerouac and Norman Mailer and Neal Cassady to the ghetto was social pathology, which they perceived as "spade kicks," i.e., sex, drugs, and jazz. The narrator of *On the Road* describes walking through the Negro district in Denver, "wishing I were a Negro, feeling that the best the white world had offered was not enough ecstasy for me, not enough life, joy, kicks, darkness,

crime, drug addiction, paternal irresponsibility, whoring, pimping and super fly inanity," he wrote bitterly, "all of which damage and destroy only fellow Blacks, instead of being condemned by Black ethnic leaders, has, until recently, been hailed as the embodiment of Black soul."

Given these circumstances, there was little to prevent the "hustling ethic" of the late 60's from hardening into a far more bitter and nihilistic doctrine. By the early 1980's, inner-city teen-agers had begun to transform Black Power rhetoric into a justification for hostility toward blacks who sought to succeed in mainstream institutions. Black kids who did well in school were denounced for "act-

## OPINION

ecocentric and anthropocentric ideologies. At BioScience, we consider such policy matters as important to science as traditional research topics.

These two views, by dramatizing the role of either humans or animals in our world, distort the true nature of stability, sustainability, and utility in the biosphere. More precisely, the earth is not run by us or even by other warm-blooded creatures. It is run by a lot of cold and squirmy things: plants, fungi, microbes, insects, and other invertebrates integrated into vast systems, both terrestrial and marine. They represent some 98 percent of the earth's biomass. The rest of us are pretty much accidental tourists, scavenging what we find across the land and seascapes. In fact, they do a pretty good job of running the oceans, the reefs, the estuaries, the wetlands, the savannas, the forests, the prairies, the tundra, etc., despite the pressures all of us vertebrates put on them. They make the oxygen we breathe, purify the water we drink, purify the soil we cultivate, and bolster the ozone layer that lets us enjoy the sunshine.

Because of the span of their existence and the size of their populations, we should expect statistically that essentially any enzyme, hormone, or other protein that would be of value to us has already been identified and archived away somewhere in their vast DNA library. This is where the greatest urgency lay in preserving and prospecting biodiversity, even though slime molds do not have the greatest public appeal. Believe it or not, the civilization of the ant is much more important to us than the civilization of the antelope or the albino.

At the same time though, vertebrates have a significant genetic heritage of value to us, since we are one. I'm not willing to admit that perhaps even the lesser hedgehog tenrec of Tananarive, since it is there, might not just have an extract from its pancreas that would manage cholesterol metabolism in humans. So it, and everything else that is endangered, is worthy of our solicitude and protection, regardless of who "owns" the world.

CHARLES M. CHAMBERS  
Editor of BioScience  
Executive Director of American Association of Biological Sciences  
Washington

## OPINION

## QUOTABLE

"Inner-city teen-agers created their own version of corporate raiding and insider trading when drug dealers figured out a way to market cocaine at \$5 and \$10 a pop."



SCOTT H. RUMBOLT  
ing white," and mugging, theft, and drug dealing were extolled as "getting paid." As the community consciousness of the Black Power era faded, restraints against assaults on other blacks, which previous generations of hustlers had respected, fell completely by the wayside. A true "outlaw culture" was now in place.

It took the Reagan Revolution, however, to create the conditions for the current reign of terror. Cuts in income-maintenance programs and low-income housing allowances made already poor communities poorer. The elimination of community-action programs and government-funded legal services weakened the network of non-profit institutions touching inner-city youth and families. The cultural atmosphere of the period also played a role: the imperative to pursue wealth "by any means necessary" and to make gratification of individual needs the sole index of the good life.

Taunted by media images of a predatory and narcissistic middle class . . . inner-city teen-agers created their own version of corporate raiding and insider trading when drug dealers figured out a way to market cocaine at \$5 and \$10 a pop. The resulting commodity—"crack"—launched a wave of entrepreneurship that produced instant fortunes and fierce battles for markets. At a time when older folks in the inner city were being pushed to the edge, young urban outlaws had a shot at real cash if they were armed, bold, and ruthless enough to ignore the pain of those who bought the product they sold.

BY THE END OF THE 1980's, inner-city neighborhoods were filled with youngsters who felt that predatory activities were morally acceptable and economically necessary. Their rhetoric was black nationalist, their behavior Reagan-esque. Envied and feared by their peers, alternately glorified and condemned by rap musicians, the bards of their generation, they had acquired enough self-confidence, wealth, and weaponry to control the streets of poorer black neighborhoods and have thus far resisted the efforts of mainstream black organizations to control or uproot them.

Given the dramatic social injustices that have played a large part in shaping these youngsters, they are compelling, even sympathetic, figures. But their values and behavior only compound the tragedy. Their monopolization of social space, their hostility to formal education, their narcissistic use of sex and violence, and their unwillingness—thus far—to transform illegally acquired wealth into legitimate business activities, make them a burden, rather than an asset, to hard-pressed communities. Outlaw culture is now the most important internal problem in inner-city neighborhoods. Its exponents must be challenged, contested, organized, and if possible converted to more socially constructive roles.

—Mark Nelson, professor of Afro-American studies and history at Fordham University, in the *Journal Reconstruction* (Vol. 1, No. 4, 1992).

## Letters to the Editor

*Continued From Preceding Page*  
music, not enough night." As anyone who has read Mauer's essay "White Negro" can testify, the liberal's interest in racial matters had a distinctly prurient cast.

Is it permissible to say such things? Mr. Ali thinks not. Does *The Chronicle* concur? Should Mr. Ali and his peers be granted veto power over what books scholars can quote? Is this really a position *The Chronicle* wants to defend? If so, then please say so outright, and tell us, while you are at it, how any scholarship is possible under such conditions.

E. MICHAEL JONES  
Editor  
*Fidelity* magazine  
South Bend, Ind.

### Use of word 'catfight' called sexist, demeaning

**TO THE EDITOR:**  
I take strong exception to the use of the term "catfight" in the article "Feminist Scholars Ask Whether Their Sparring Marks Healthy Debate or Splintering 'Catfight'" (April 29).

First, the headline is misleading, in that only one person cited in the article (Alison Bernstein, associate dean of the faculty at Princeton University) mentions "catfights," and then only to deny the validity of the term as an apt characterization. The use of the phrase is, it would seem, largely the invention of the writer.

Second, the term "catfight," used once in the headline and twice in the body of the article, is gratuitous, as it adds nothing to illuminate the argument being reported. Further, I do not recall the use of similar pejoratives in *Chronicle* articles reporting arguments among male scholars. To use such a term here is insulting to female scholars.

Third, to attempt to describe the arguments among feminists as "catfights" is sexist, demeaning, and stereotyping.

It seems to me the use of "catfight" betrays bias or insensitivity. . . . I suggest that you publish an apology for using this term and re-

solve to display a greater attentiveness to avoiding such usages in the future.

BOB ALEXANDER  
Research-Planning Coordinator  
North Hennepin Community College  
Brooklyn Park, Minn.

### The legacy of antiquity: absence of prejudice

**TO THE EDITOR:**  
Mary Lefkowitz, in her Point of View, raised a legitimate concern over Afrocentric claims of a "stolen legacy" and, more pointedly, over the claims that ancient Egypt's legacy to Greece has been suppressed deliberately by "Eurocentric" scholars, among whom both classicists and Egyptologists have been included ("Afrocentrism Poses a Threat to the Rationalist Tradition," May 6).

Certainly, to the degree that some claimed that Western civilization originated strictly among the Greeks, such a charge has some validity, but

This is what the Afrocentrists and, to a lesser degree, Bernal have overlooked, or are not willing to admit: that Greece had a multicultural set of influences that acted on its culture. Instead, they advocate a monocultural influence, stemming only from black Egypt—Kemet, as they call it. Now, the ancient Egyptians were Africans, not an ancient authority calls them black, nor did they call themselves black. The fact is, they came in a variety of shades of brown, from light to dark as you went up the Nile. Indeed, their texts proclaim that the solar deity created all humankind equally and distinguished them by skin color and speech. . . .

As pointed out by Frank M. Snowden and myself repeatedly, in the ancient world of the Near East, Egypt, and the Mediterranean, there was no institutionalized color prejudice. The Greeks called people as they saw them; yes, Egyptians on average were darker than the Greeks, but the darkest people the Greeks encountered, and those with the wooliest hair, were the Ethiopians, as the Greeks called them, and the Nubian Kushites and Meritic peoples as we know them today. They had a kingdom centered . . . in what is now the Sudan, and it was a proud kingdom that was subjected neither by the Persians nor the Greeks nor the Romans.

The points that Dr. Lefkowitz criticized rightly are the more extreme claims, . . . such as that all the knowledge of the ancient Greeks was stolen from Egypt, and further, that such knowledge began to be transferred as far back as the start of the second millennium B.C., as Martin Bernal has claimed in his two vol-

umes, *Black Athena*. Bernal's letter to *The Chronicle* ("Questioning the History of Western Civilization," May 27) objecting to Dr. Lefkowitz's article left the sense that classicists were denying altogether ancient Egypt's legacy to ancient Greece. That certainly is not the case among most modern classicists, including Dr. Lefkowitz. . . .

What she objected to, and rightly so, are claims that Egyptian influence started in the time of the 12th Egyptian Dynasty, 1991-1786 B.C. With these objections, most Egyptologists will agree. . . . Dr. Lefkowitz was even willing to admit that the classical Greek alphabet was adopted from the Phoenicians as early as the 10th century B.C. Yet, as she also points out, Greek culture also was influenced by the Sumero-Babylonian Mesopotamian culture, by Hittite culture, as well as by the ancient Egyptian culture, but most of this coming in the first millennium B.C.

This is what the Afrocentrists and, to a lesser degree, Bernal have overlooked, or are not willing to admit: that Greece had a multicultural set of influences that acted on its culture. Instead, they advocate a monocultural influence, stemming only from black Egypt—Kemet, as they call it. Now, the ancient Egyptians were Africans, not an ancient authority calls them black, nor did they call themselves black. The fact is, they came in a variety of shades of brown, from light to dark as you went up the Nile. Indeed, their texts proclaim that the solar deity created all humankind equally and distinguished them by skin color and speech. . . .

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Assyria only had some limited success with the Kushites, driving them out of Lower and Middle Egypt between 671 and 663 B.C. Yet the Egyptians of the South, Thebes, liked and admired the Kushites, as they were co-religionists, and the Old Testament also had a positive view of the Kushites. . . .

The model the ancient world offers is one of cooperation and, yes, joint sharing of knowledge, once the ancient states came to know one another well. Also, conspicuously, they offer us a model free of color prejudice, regardless of whatever other benefits they have bestowed upon us. That is the true legacy of antiquity.

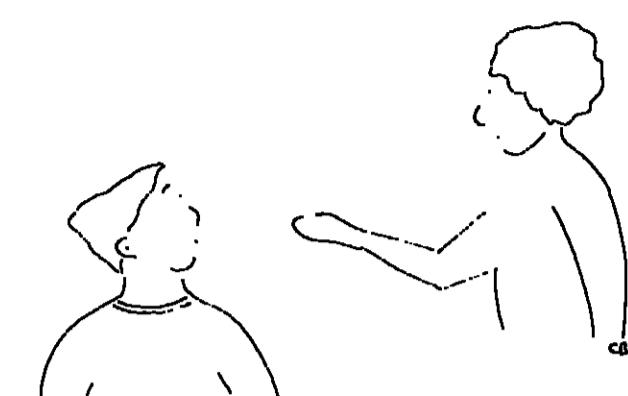
FRANK J. YURKO  
Egyptologist  
Field Museum of Natural History  
Chicago

### Reporting of research questioned

**TO THE EDITOR:**  
Is the NEH politicized?  
The debate continues

**TO THE EDITOR:**  
Lynne V. Cheney's letter to *The Chronicle* ("Charges of Politics at the NEH," May 27) charges me with irresponsibility and excessive credulity. Ms. Cheney also claims that I cannot plausibly criticize her politicization of the NEH because I myself

## IN THE HOUSE OF PICASSO THE CAT



YOU BEAST, YOU'VE EATEN ALL  
THE 1ST CLASS STAMPS AGAIN,  
MADAME ACCUSED TIMOTHY

THE CHRONICLE OF HIGHER EDUCATION

## OPINION

philosophy, defined as high state-tax support, disappeared over a decade ago. . . .

In establishing her opposition to the high-financial-aid-tuition-equity model for funding public higher education, the chancellor of the City University of New York wrote that we in public higher education should not "resign ourselves to diminishing levels of state support." The chancellor asks, "Do we really want the 90's to go down in history as the decade in which America abandoned public higher education?" In my article, I pointed out that the 1972 Illinois State University appropriation consisted of 92 percent state tax support, which has eroded steadily to a current 65 percent; such trends are typical for the nation. However, if one considers all sources of public-university revenues, the percentage of total institutional expenditures derived from state tax support is today normally in the 30-percent range nationally, particularly for the larger public universities. . . .

Elitism in public education is not restricted to higher education but also extends to public elementary and secondary education. The letter from the chairperson of the Committee for Public Higher Education Inc. stated that "the American people have long understood and accepted the fact that education at the elementary and secondary levels is a state responsibility regardless of family income" and "that they [high-tuition advocates] do not understand and accept that higher education today should be part of the package is obvious." The chairperson apparently doesn't understand the lack of correlation in public higher education among family income, student price, student cost, and an equitable financial-aid program and doesn't appreciate the expenditure-per-pupil variation within a given state between the wealthier communities and the poorer communities.

We are not abandoning public higher education, just realizing that new financial strategies are required in today's political and economic environment if we are going to address the current financial barriers to student access. The data are clear: The low-tuition era, or, more appropri-

ately, the low "student price" era, has been over for more than a decade, and the privatization of public higher education has been reality for some time. The magnitude of this transition over the last two decades has been so significant as to have become politically and financially irreversible. . . .

The restrictions to student access in public elementary through higher education resulting from limited family or school-district wealth is the product of many political, social, and economic factors. Nevertheless, given regressive tax systems, inadequate state revenues, and increased

THOMAS P. WALLACE  
President  
Illinois State University  
Normal, Ill.

EVELYN SWEET-HURD  
Professor of English  
Savannah College of Art and Design  
Savannah, Ga.

### Report of faculty unrest at art school disapproved

**TO THE EDITOR:**

I would like to address the misinformation and misconceptions printed in your article regarding the Savannah College of Art and Design ("Faculty and Student Unrest Flares at Savannah Art College," May 6). As a member of the faculty, I am chagrined that you would print such slanted and, in some instances, completely untrue information. . . .

In fact, three of our faculty members have been "firing," and those three have been on staff here only since September of 1991. It would have seemed obvious to a beginning journalism student that perhaps faculty members who have been on this campus longer might have provided a different view. In fact, I have learned that several of our faculty were interviewed by Scott Heller, but their views of our college did not mesh with the statements given by the few who assaulted our institution. Is that, perhaps, why their views were not provided more space? . . .

A "header" above the title of your article says "heavy turnover." The paragraphs devoted to that topic suggest a tremendous number of faculty leaving every year under secretive circumstances. A look into facts reveals that the large numbers of new faculty are largely due to growth of the college.

It is particularly interesting to me that the American Association of University Professors is so concerned about the welfare of my colleagues and myself. Let me assure Lesley Lee Francis that my experience at the Savannah College of Art and Design has been not only financially rewarding (a point made by Mr. Heller), but also satisfying. I have had the privilege of teaching at Baylor University and Texas A&M University. Both of these excellent institutions have tried and true tenure system, familiar to most academics.

### The legitimacy of 'personal scholarship'

**TO THE EDITOR:**

What the feminist/postmodernists describe as "the personal voice" ("Experience and Expertise Meet in New Brand of Scholarship," May 6) is more properly regarded as the "how I spent my summer vacation" voice. It is unacceptable in essays submitted from first-year students in Composition I courses. Why should this represent?

The restrictions to student access in public elementary through higher education resulting from limited family or school-district wealth is the product of many political, social, and economic factors. Nevertheless, given regressive tax systems, inadequate state revenues, and increased

Over the past decade, the college faculty has grown from 12 to over 120, a clear record of growth and progress. We are confident that we have developed the finest art and design faculty in the nation and look forward to continued expansion in quantity and quality. College administrators share a profound respect for faculty members and their incalculable contributions to the academic community.

NANCY VERELL  
Vice-President for Academic Affairs  
Savannah College of Art and Design  
Savannah, Ga.

It is simply ludicrous to suppose that emotional fervor and passionate conviction measure validity or reliability. There is simply no correlation.

LLOYD B. LEWIS  
Professor of American Studies  
Savannah College of Art and Design  
Savannah, Ga.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



THE CHRONICLE OF HIGHER EDUCATION

"This is the best reading list I've ever developed: there's nothing in it that's still under copyright!"

The Savannah College of Art and Design has chosen not to employ that system, instead utilizing a system that rewards excellence in teaching. Yes, we teach four courses per quarter if we so choose; however, no class is larger than 20 students. Some professors have chosen to teach three classes rather than four, and their contract is flexible. Our schedule is set up on a four-day basis, allowing us Fridays for other pursuits. . . .

I am not "genuinely frightened" to stay here. I choose to be here. . . .

THOMAS P. WALLACE  
President  
Illinois State University  
Normal, Ill.

Report of faculty unrest  
at art school disapproved

**TO THE EDITOR:**

As vice-president for academic affairs at the Savannah College of Art and Design ("Faculty and Student Unrest Flares at Savannah Art College," May 6), I am chagrined that you would print such slanted and, in some instances, completely untrue information. . . .

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LLOYD B. LEWIS  
Professor of American Studies  
Savannah College of Art and Design  
Savannah, Ga.



THE CHRONICLE OF HIGHER EDUCATION  
"There's a rumor—unverifiable of course—that the corps has gone coed!"

ED PISCHER







**UNIVERSITY OF HAWAII-WEST OAHU****Faculty Positions in  
Business Administration, Psychology,  
Public Administration**

**UH-West Oahu (UWOU)** is a campus of the University of Hawaii's ten-campus State system. Presently offering only upper-division courses in Humanities, Social Sciences and Physical Sciences, UWOU plans to develop a full four-year comprehensive program in 1993. When plans are realized, the present enrollment of approximately 700 students is expected to reach 2,500 or more. The next five to ten years will be a period of major growth and development. UWOU is accredited by the Western Association of Schools and Colleges.

**BUSINESS ADMINISTRATION:** Assistant or Associate Professor, full-time, state-funded, tenurable position. Application deadline: August 1, 1992 or August 1, 1993 pending availability of funds and all necessary clearance.

**Responsibilities:** To teach upper-division Business Administration courses; to be available to teach day, evening, and on-and-off-campus weekend courses, to participate in university committees, engage in research and public service; and to assume other instructional and service-related duties, as assigned.

**PROJECTED STARTING DATE:** September 1, 1992.

**SALARY:** State Salary Schedule "D".

**APPLICATION DEADLINE:** June 29, 1992.

**APPLICATION PROCEDURE:** Only complete application packages will be given consideration for employment. Complete package consists of letter of application, resume, transcripts of all postsecondary education, and three letters of reference to: John M. Woods, Personnel Officer, California State Community College, P.O. Box 227, Gadsden, Alabama 35902-0227, telephone (205) 549-0226.

**NOTE:** Interview expenses must be assumed by applicant. Each candidate selected to be interviewed will be required to demonstrate his/her teaching ability by conducting a simulated classroom presentation before the selection committee.

**GSCC is an Affirmative Action, Equal Opportunity Employer.** The School reserves the right to withdraw this job announcement at any time prior to the awarding. GSCC will make reasonable accommodations for qualified handicapped applicants or employees.

**Minimum Salary:** Assistant Professor \$32,628; Associate Professor \$40,524. Salary commensurate with qualifications and experience.

**PSYCHOLOGY:** Assistant, full-time, state-funded, tenurable position, salary \$32,628. Application deadline: August 1, 1992 or August 1, 1993 pending availability of funds and all necessary clearance.

**Responsibilities:** To teach a broad range of upper-division psychology courses; to be available to teach on-campus days, evenings and weekends; to be available to teach at off-campus sites; to participate in student academic advising; to serve on college and university committees; to engage in research, publication and service; and to assume other instructional and service-related duties as assigned.

**Minimum Qualifications:** Earned Ph.D. in Psychology or equivalent from an accredited institution and a broad background involving several areas of psychology. A record of research publications at the college level is also required.

**Desirable Qualifications:** Experience in teaching a broad range of courses such as Child/Child and Adolescent Psychology, Emotion, Educational Psychology, Cognitive Development, and Social Behavior. Additional desirable experience includes teaching courses in subject areas related to prevention of substance abuse. Also, experience in using personal computers in instruction is also desirable.

**Minimum Salary:** Assistant Professor \$32,628; Associate Professor \$40,524. Salary commensurate with qualifications and experience.

**MOTOR SKILLS:** Assistant, full-time, state-funded, tenurable position, salary \$32,628. Application deadline: August 1, 1992 or August 1, 1993 pending availability of funds and all necessary clearance.

**Responsibilities:** To teach a broad range of upper-division psychology courses; to be available to teach on-campus days, evenings and weekends; to be available to teach at off-campus sites; to participate in student academic advising; to serve on college and university committees; to engage in research, publication and service; and to assume other instructional and service-related duties as assigned.

**Minimum Qualifications:** Earned Ph.D. in Psychology or equivalent from an accredited institution and a broad background involving several areas of psychology. A record of research publications at the college level is also required.

**Desirable Qualifications:** Experience in teaching a broad range of courses such as Child/Child and Adolescent Psychology, Emotion, Educational Psychology, Cognitive Development, and Social Behavior. Additional desirable experience includes teaching courses in subject areas related to prevention of substance abuse. Also, experience in using personal computers in instruction is also desirable.

**Minimum Salary:** Assistant Professor \$32,628; Associate Professor \$40,524. Salary commensurate with qualifications and experience.

**PUBLIC ADMINISTRATION (HEALTH ADMINISTRATION):** Assistant Professor, full-time, state-funded, tenurable position, salary \$32,628. Application deadline: August 1, 1992 or August 1, 1993 pending availability of funds and all necessary clearance.

**Responsibilities:** To teach upper-division courses in Public Administration and Health Administration as assigned, to participate in curriculum development, to serve on college and university committees; to undertake other instruction-related duties as assigned, including off-campus assignments. Research, scholarship and community service are also expected.

**Minimum Qualifications:** Earned Ph.D. in Health Administration or Political Science; or a Ph.D. in Public Administration or a Master's degree in Health Administration, e.g., Public Health, Health Sciences, etc. from an accredited university.

**Desirable Qualifications:** College-level teaching experience in Health Administration and a background or private sector experience in the field. Also, experience in using personal computers in instruction is desirable.

**Minimum Annual Salary:** \$32,628. Salary commensurate with qualifications and experience.

To Apply: Send résumé, all transcripts, copy of Ph.D. diploma, student evaluation of teaching summaries (if available), and three letters of reference to: Dean of Faculty, University of Hawaii-West Oahu, 96-043 Aia Iki, Pearl City, HI 96782; fax: 808-456-5208.

**Closing Date:** July 17, 1992.

All qualified persons, especially women, members of minority groups, veterans and the handicapped, are encouraged to apply.

An Equal Opportunity, Affirmative Action Institution

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**CHICAGO STATE UNIVERSITY**

**MICROBIOLOGY:** Tenure-track Associate Professor in Microbial Physiology and Genetic Engineering, beginning August 15, 1992. A Ph.D. is required. At least ten years' experience in academic or government research as evidenced by numerous and recent publications with practical knowledge of both classical and molecular microbial techniques required. The successful candidate is expected to develop an independent research program that actively involves undergraduate and M.S. students and will develop and teach courses in General Microbiology and Pathogenic Microbiology. Curriculum vitae and three letters of reference should be submitted to: Anthony M. Garty, Search Committee Chair, Dept. of Biological Sciences, Chicago State University, 95th Street and King Drive, Chicago, IL 60628.

**PHYSICS:** Tenure-track faculty position at Assistant Professor rank available in the Department of Chemistry and Physics beginning August 1, 1992. Requires Physics doctorate; prior teaching experience preferred. Candidate must have research interests that will enhance a developing materials science group. Specific areas the candidate should have published research in the area of fabrication and processing of superconducting materials. Familiarity with X-ray diffractometry, electron microscopy, and/or optical characterization of materials is required. Commitment to excellence in undergraduate teaching of students with diverse cultural backgrounds. Duties will include teaching and developing physics and physical science courses, contributing to development of the new pre-engineering program, participating in university science outreach programs. Send résumé and three reference letters to: Dr. Michael N. Minami, Chairman, Department of Chemistry and Physics, Chicago State University, 95th Street and King Drive, Chicago, IL 60628.

**MATHEMATICS:** An entry-level position, Assistant Professor, with Algebra or Analysis emphasis available. Consideration may also be given to Geometry. A Doctorate in Mathematics is required. Applicants must provide documented evidence of excellence in teaching and an active research record of its potential in a university. Specific preference for the applicant whose research interests complement that of the department. Successful applicants should be able to teach our courses using computer instructional software. Applicants should forward their curriculum vitae, two transcripts and three letters of recommendation (one of which should address the applicant's teaching effectiveness and experience) to Dr. Jesse Wang, Chairman, Department of Mathematics/Computer Science, 95th Street and King Drive, Chicago, IL 60628-1598. FAX (312) 955-3767.

For all the above positions send application, résumé and three letters of reference by July 10, 1992.

Chicago State University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

CHICAGO STATE UNIVERSITY  
Department of  
Criminal Justice Administration

**CRIMINAL JUSTICE:** Two (2) tenure-track Assistant Professor positions available fall semester 1992. Doctorate in Criminal Justice or related field required. ABD candidates with anticipated June 1992 graduation will be considered. One Assistant Professor to teach in the specialized area of policing and to provide training for law enforcement agencies and security departments. One Assistant Professor to teach in the specialized area of corrections. Send résumé, three reference letters and a sample research paper by July 1, 1992 to:

Dr. K. S. Murry, Chair  
Department of  
Criminal Justice Administration  
Clark Atlanta University  
223 James P. Braxton Drive, Fair Street, SW  
Atlanta, GA 30314

Clark Atlanta University is an equal opportunity employer.

**MIAMI UNIVERSITY**  
Oxford, Ohio  
**NURSING FACULTY**

Full-time tenure track position available in an NLN-accredited RN-BSN program August 1992. Doctorate in Nursing or related field required. Doctoral candidates will be considered for temporary position. Required: MSN in Community Health Nursing, undergraduate teaching and 2 years' clinical experience; eligibility for licensure in Ohio. Preparation as nurse practitioners desired. Review of candidates will begin June 15 and will continue until position is filled. Send letters of application, curriculum vitae, transcripts, and 3 letters of reference to:

Luthi T. Tenorio, Ph.D., Chair  
Department of Nursing, Miami University  
1801 Pack Boulevard, Hamilton, OH 45011  
Phone (513) 563-8833

AA/EOE

Criminal Justice Tenure track position in Justice Studies available September 1, 1992. Responsibilities include teaching a variety of undergraduate courses, advisement of students with student organizations, Ph.D. in Criminal Justice, and related field preferred, but ABD and/or relevant experience preferred. Professional experience in criminal justice, dependent upon qualifications. Send letter of application, current vitae, and names and addresses of three references to: R. J. Waugh, Justice Studies, Lander University, Lander Box 3101, Georgia Southern University, Statesboro, Georgia 30460-3101. Applications due June 15, 1992. Lander University is an affirmative action/equal opportunity employer.

Dean for Community Colleges. Responsible for all programs offered at the community college, including program offerings at the associate degree level, budget management, and the physical plant. The names of applicants and nominees, references, general and evaluative information are submitted to the Board of Regents under the Georgia Open Records Act.

Culinary Arts: Chef's Apprentice/Teach position available for a family member in the Chef's Apprentice Program at Salt Lake Community College. Including program offerings at the associate degree level, budget management, and the physical plant. Must have 6 years of paid experience in the culinary arts field. Up to 3 years of postsecondary training can be substituted on a one-to-one basis.

base for experience. Position to begin September, 1992. Salary \$20,000, to \$24,000 (9 month contract, depending on instructional load). Benefits: Cleaning date for consideration: August 1, 1992. Send letter of application, current vitae, and names and addresses of three references to: Dr. William K. Stansbury, School of Culinary Arts, Glendale State College, Glendale, AZ 85302. Phone: 602-967-4210. Equal Opportunity.

Dean for Social Work for California Institute of Catholic Social Work.

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**YOUNGSTOWN STATE UNIVERSITY**

Invites applications for Instructor/Assistant Professor in theatre design and technology beginning September 15, 1992. Teaching duties include undergraduate courses in play production, stagecraft, and introduction to theatre; studio courses in scenic, lighting and sound design; and direction of the designs for a five-production mainstage season. Supervision of fully-equipped scene shop, two theaters, and theatre labs expected. Summer work possible. Will engage in academic advancement, program development and other academic activities. Performance is systematically evaluated on the basis of citizenship and University service. Ph.D. or M.F.A. in theatre design and evidence of successful teaching at college level and/or commensurate academic/professional experience required. Appointment to this position is contingent upon availability of funds.

Applications will be accepted through June 22, 1992, or until filled. Please send (1) a letter of interest, (2) a current vitae, (3) an original copy of a transcript documenting academic qualifications for this position, and (4) the names, addresses, and telephone numbers of three references to:

Dr. Alfred W. Queen, Chairperson  
Department of Speech, Communication and Theatre  
Youngstown State University  
Youngstown, OH 44555

YSU is an Affirmative Action, Equal Opportunity Employer.

**CHEMISTRY PROFESSOR**  
Science and Mathematics Department

The College of Santa Fe is now accepting résumés for a Visiting Assistant Professor of Chemistry. Tenure-track faculty position beginning August 1, 1992. The successful candidate will teach Analytical Chemistry, Organic Chemistry and Inorganic Chemistry II at the CSF Los Alamos program and two additional chemistry courses at the Santa Fe campus.

**REQUIREMENTS:** Qualified applicants will possess a Master's degree in chemistry and will have some teaching experience in the field of chemistry preferred. Résumés with cover letter, transcripts, salary history and names of three references will be accepted through June 19 and should be submitted to the:

Human Resources Department  
The College of Santa Fe  
1600 St. Michael's Drive  
Santa Fe, NM 87501-5534

An Equal Opportunity Employer

For all the above positions send application, résumé and three letters of reference by July 10, 1992.

Chicago State University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

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**CRIMINAL JUSTICE:** Two (2) tenure-track Assistant Professor positions available fall semester 1992. Doctorate in Criminal Justice or related field required. ABD candidates with anticipated June 1992 graduation will be considered. One Assistant Professor to teach in the specialized area of policing and to provide training for law enforcement agencies and security departments. One Assistant Professor to teach in the specialized area of corrections. Send résumé, three reference letters and a sample research paper by July 1, 1992 to:

Dr. K. S. Murry, Chair  
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Clark Atlanta University  
223 James P. Braxton Drive, Fair Street, SW  
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Clark Atlanta University is an equal opportunity employer.

**Elizabethtown College****OCCUPATIONAL THERAPY**

Applications are being accepted for a position in The Department of Occupational Therapy. Elizabethtown College is a private comprehensive liberal arts college which offers a baccalaureate degree. Students in the four-year occupational therapy major as well as those in the four-year speech-language pathology major (degree or certificate in progress given special consideration) are invited to apply. Years of experience in professional supervision. Teaching experience is preferred. Primary teaching responsibilities will be in the areas of physical, psychosocial rehabilitation and group dynamics. Other course content areas may include medical, educational and activity analysis. Active participation in professional activities, college committee service, and involvement in a nine-month appointment which can lead to a tenure-track position available by Fall 1992.

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Dean for Social Work for California Institute of Catholic Social Work.





UNIVERSITY OF MAINE *at Farmington*

## Area Coordinator

**RESPONSIBILITIES:** The Student Life program offers the unique opportunity to put student development skills and ideas to work through your own design. Residential hall responsibilities include: community development; management of residence halls; and professional development. Responsibilities in the broad area of student services include: developmental work and community building with regard to diversity.

**QUALIFICATIONS:** A Master's Degree in Student Personnel or related area and residence hall work are preferred. A Bachelor's Degree with 2-3 years' experience in residence life is required. Demonstrated knowledge in the issues and concerns of diversity is essential.

**COMPENSATION:** Benefits include: a furnished apartment with utilities, telephone and cable TV; meal plan while classes are in session; health insurance; TIAA-CREF; and tuition waivers. Salary is competitive. This is a ten-month, live-in, flextime appointment from August 1 to May 31.

**THE COLLEGE:** The University of Maine at Farmington, founded as a non-profit school in 1884, is Maine's first public institution of higher education. It offers baccalaureate programs in arts and sciences and human services, and continues a strong tradition in teacher education. In order to pursue our mission as a small New England College, we have chosen to remain an independent institution and to use selective admissions to limit enrollment to 2,000 students from every county in Maine, thirty other states, and dozens of foreign countries. Most students live on or near campus, and UMF is proud to be the first institution in Maine to implement gender equity in faculty salaries.

**THE TOWN:** Farmington, the county seat, is located in Maine's western mountains. It is a typical small, rural, New England town. The town enjoys unspoiled fall foliage, fine dining, scenic mountain views, pristine lakes and streams, and miles of year-round trails. Cold, snow, black flies, and mud and other assorted challenges. Maine is famous for its rugged beauty and delicious seafood, is ninety minutes from Farmington. Despite the town's small size and relative isolation, it boasts a regional hospital, several fine restaurants, and a remarkable arts colony which includes talented writers, musicians, artisans, back-to-the-landers, and other rugged individuals including faculty and staff.

**APPLICATIONS:** The deadline is open until a qualified candidate is selected. Send letter of application, resume, a one-page statement describing how you would address the issues and concerns of diversity on a predominantly white, heterosexual, rural, working-class basis, and the names of three references to: Director of Student Life, University of Maine at Farmington, 6 South Street, Farmington, ME 04938. The University of Maine at Farmington is an equal opportunity, affirmative action employer.

## Art Collections Manager

The Schomburg Center for Research in Black Culture of the New York Public Library has an exceptional opportunity for an Art Collections Manager. Will be responsible for the organization, management and development of the Center's Art and Artifacts Division. Duties will include processing, cataloging and managing our collections of African American and African paintings, prints, sculptures and artifacts and providing public access to them.

Qualified candidates must have advanced training in African American and/or African Art History of Museology. MLS from an ALA accredited Library School or Master's degree in Fine Arts, Art History or Museum Studies is highly desirable. Minimum of four years experience organizing and managing fine art, artifact, sculpture, and poster collections in a research library or museum required. Knowledge of cataloging in an on-line environment desirable.

We offer a competitive starting salary plus excellent benefits. For prompt consideration please send resume in confidence to:

Human Resources Dept., DC-2

Candidates selected for consideration will be contacted for an interview. An Equal Opportunity Employer M/F

**S The New York Public Library**  
8 West 40th Street, 2nd Floor, New York, NY 10018

French Beginning August, 1992. Ph.D. preferred, ABD or MA considered. Excellent benefits. Salary negotiable. Send letter of application, resume, and three letters of reference to Dr. Joseph F. Hartley, Vice Provost for Academic Affairs, Cumberland Hall, Williamsburg, Kentucky 40765 by July 1, 1992.

Louisiana School for Math, Science and the Arts, a state-supported residential school for academically talented eleventh and twelfth graders, seeks a French Instructor for the 1992-1993 school year. Qualifications include: a Master's degree in French, native or near-native fluency, and teaching experience (experience teaching gifted adolescents preferred). Competence in a second language helpful. Salary: \$26,500 for nine months. Send resume, letter of application, and dossier to Dr. William McFerren, Louisiana School for Math, Science and the Arts, 715 Old Spanish Trail, Natchitoches, Louisiana 71457. Applications accepted and the position is filled. AA/EEO.

French Assistant Professor, tenure-track, Fall 1992. Teaching experience and evidence of scholarly activity. Strong commitment to undergraduate teaching and to building graduate programs. French language, literature and culture, translation, scholarship and professional service expected. Send letter of application, vita, transcripts, and three letters of reference by June 30, 1992 to: Dr. Alan T. Stultz, Department of French, Tennessee Technological University, Box 3041, Cookeville, Tennessee 38505. An AA/EEO Employer; minorities are especially encouraged to apply.

Health/Kinesiology (#P9102-36) Assistant Professor, Health and Kinesiology, Tenure-track, full-time, Fall 1992. Qualifications: Ph.D. in Health and Kinesiology.



## ADMINISTRATIVE POSITIONS

Harford Community College, located 25 miles N.E. of Baltimore City, is accepting applications for full-time, 12-month administrative positions.

**RECEPTIONIST:** Reports to the Dean of Student Services and is responsible for all functions related to student registration, including the evaluation of college transfer credit, student academic appeals, communication of information, utilizing catalog information, budget planning, implementation of academic policies and procedures, coordination of continuous registration, and the development of initial registration.

**QUALIFICATIONS:** Master's degree in Library Science, Institutional Development or Educational Media, six years of related experience including 3 years in community college, required. Experience with alternative instructional programs, community college work preferred, supervisory experience in a collective bargaining environment, and experience in more than one learning resources one preferred.

**SALARY:** \$30,000 to \$40,000 commensurate with background and experience.



Quinsigamond Community College

## DIRECTOR OF LEARNING RESOURCE CENTER

Responsible for overall coordination of the Learning Resource Center, which services the library, learning labs, audio-visual, and educational television services.

**QUALIFICATIONS:** Master's degree in Library Science, Institutional Development or Educational Media, six years of related experience including 3 years in community college, required. Experience with alternative instructional programs, community college work preferred, supervisory experience in a collective bargaining environment, and experience in more than one learning resources one preferred.

**SALARY:** \$30,000 to \$40,000 commensurate with background and experience.

## DIRECTOR OF ASSESSMENT

Responsible directly to the President for college-wide assessment.

**QUALIFICATIONS:** Master's degree in statistics or educational research and/or educational evaluation and survey research are required. A doctorate and/or community college experience preferred.

**SALARY:** \$30,000-\$40,000 commensurate with background and experience.

## GRANTS DEVELOPER

Responsible for the identification and procurement of Federal, State and other external funding to supplement existing resources and enhance program development and service delivery at the college. Twelve month professional staff position.

**QUALIFICATIONS:** Bachelor's degree, five years' experience in resource development, institutional and community college level. Previous experience in cooperative education and placement areas preferred.

**SALARY:** \$30,000-\$40,000 commensurate with background and experience.

## PERSONNEL OFFICE

Quinsigamond Community College  
670 West Boylston Street  
Worcester, MA 01606-0392

Quinsigamond Community College is an Affirmative Action, Equal Opportunity Employer—Minorities, women and other protected class members are encouraged to apply.

HEC IS AN EQUAL EMPLOYER  
QUALIFIED MINORITIES ARE ENCOURAGED TO APPLY

## International Management Development Institute (IMDI)

Graduate School of  
Public and International Affairs

## University of Pittsburgh

IMDI seeks Program Managers to help design and deliver management development training programs for Africa, Asia and the Middle East. Qualifications: Master's degree or PhD. In a relevant discipline; minimum 3 years' international experience and 3 years' experience in the design, delivery and evaluation of training professional fluency (PSI 3+) in Arabic, French or Indonesian. Consulting experience and added advantage. These are full-time positions based in Pittsburgh. Salary: \$35-45,000 plus an attractive benefits package. Candidates should forward a current CV, a statement of relevant experience, and the names and phone numbers of three references. Applications will close on June 30, 1992, and the successful candidates will be expected to begin work as soon thereafter as possible. For more information, please call or write:

Dr. Bill W. Nolan, Director  
International Management Development Institute  
Graduate School of Public and International Affairs  
303 Forbes Quadrangle  
University of Pittsburgh, Pittsburgh, PA 15260  
Tel: (412) 648-7610  
Fax: (412) 648-2605 or (412) 648-5911  
AA/EOE

## PROGRAM OFFICER

The Fogarty International Center (FIC), National Institutes of Health (NIH), Public Health Service, Bethesda, Maryland, is recruiting for the position of Program Officer for Biodiversity, GS-13/14 (\$46,210-\$80,087 per year depending upon qualifications). Incumbent serves as staff specialist for all institutional and other award programs related to biodiversity administered or supported by the Fogarty International Center. Applicants should have training and experience in a scientific discipline related to biodiversity. For further information including qualifications requirements, contact Ms. Sharon Nieberding, Personnel Officer, FIC, at (301) 496-4625; fax (301) 402-1135. Applications must be received by 6/22/92. U.S. citizenship required. NIH is an Equal Opportunity Employer. Women and Minority candidates encouraged to apply.

Health Education: Assistant Professor, tenure-track, Fall 1992. Teaching experience in the field of health education, and substance abuse. Qualifications: Doctoral degree and teaching experience in the field of health education and substance abuse. Additional full-time teaching in the field of health education, and substance abuse. Send letter of application, vita, and three letters of reference to Dr. William McFerren, Louisiana School for Math, Science and the Arts, 715 Old Spanish Trail, Natchitoches, Louisiana 71457. Applications accepted and the position is filled. AA/EOE.

Health Education: Assistant Professor, tenure-track, Fall 1992. Teaching experience in the field of health education, and substance abuse. Qualifications: Doctoral degree and teaching experience in the field of health education and substance abuse. Evidence of scholarly activity. Strong commitment to undergraduate teaching and to building graduate programs. French language, literature and culture, translation, scholarship and professional service expected. Send letter of application, vita, and three letters of reference by June 30, 1992 to: Dr. Alan T. Stultz, Department of French, Tennessee Technological University, Box 3041, Cookeville, Tennessee 38505. An AA/EOE Employer; minorities are especially encouraged to apply.

Health/Kinesiology (#P9102-36) Assistant Professor, Health and Kinesiology, Tenure-track, full-time, Fall 1992. Qualifications: Ph.D. in Health and Kinesiology.

Health/Kinesiology (#P9102-36) Assistant Professor, Health and Kinesiology.

## GETTYSBURG

## Library

Circulation Librarian/Assistant Director of Instructional Media Services. **RESPONSIBILITIES:** supervising circulation staff of two full-time and four part-time persons and providing some reference and other readers' service. Giving support to faculty and students utilizing instructional media services, particularly software such as films and videos, under the Director of IMS. All librarians share collection development responsibilities and departmental liaisons.

**QUALIFICATIONS INCLUDE:** o previous work record, especially supervisory, communications, and team-work skills. Experience with automated services and/or media services a plus. ALA accredited degree preferred. **AVAILABILITY:** site summer on an interim basis until mid-summer, 1993. **SALARY:** competitive. **APPLICATION:** job description sent upon request. Completed applications must include a letter, vita, names of three references, and recent graduate work. Preliminary interviews will be held at ALA Conference; advance appointments available. For fullest consideration, please apply by July 10, to William M. Hubbard, College Librarian, Gettysburg College, Gettysburg, PA 17325; (717) 337-7001. Library has a fine modern facility and is heavily automated. Gettysburg College is a highly selective liberal arts college located in an historic area within an hour and one-half of the Washington/Baltimore area. Affirmative Action, Equal Opportunity Employer; women and minorities are encouraged to apply.

Minimum Qualifications: BA required, plus two years' experience in student activities programming as a student or professional and possession of a genuine commitment to multiculturalism. Experience in a college/university student activities setting is preferred. Ability to relate to and work with diverse students is essential.

Position is full-time with a starting date of August 3, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, résumé and three letters of reference should be sent to:

Ivor Emmanuel, Chair

Program Manager Search Committee

University of Illinois

1401 West Green Street

Urbana, IL 61801

(217) 244-8332

Deadline for receipt of application materials is June 24, 1992 or until an acceptable candidate is identified. Persons of diverse backgrounds are encouraged to apply.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

Program Manager for the Illini Union

STUDENT AFFAIRS / University of Illinois at Urbana-Champaign

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## Head Government Publications and Microforms Section

**RESPONSIBILITIES:** Under the general direction of the Director of the Department of Government Publications and Special Resources, the Head of the Section provides dynamic administrative and programmatic leadership for the management of publications and microforms collections (over 2 million items). Duties include: overall oversight of the day-to-day operations of the section; development and implementation of new and creative new programs for accessing government information in all formats; coordination of reference services, including bibliographic instruction; coordination of the section's technical services operations; identification of equipment needs; and planning for the growth of the collections. Works with the Department Director to train, supervise, and evaluate a staff of 5 (one of whom is a library) to plan a variety of services and programs. May be involved in collection development activities depending upon area of subject expertise and interest.

The Department of Government Publications and Special Resources, of which the Government Publications and Microform Section is a part, also administers the Center for Scholarship and Information and the Central Audio-Visual Service. Rice University is a federal depository library, receiving about 35% of the federal government's annual output, and a patent depository library. More than 200 CD-ROMs distributed through the depository program are housed and accessed here.

**QUALIFICATIONS:** Master's degree from an ALA-accredited library science program; professional library experience working with government publications; positive public relations; effective written and oral communication skills; commitment to reference and government publications librarianship; strong interpersonal and management skills; experience working with electronic information resources and searching electronic databases; and flexibility are required. Preferred qualifications include familiarity with microforms, maps, patents.

**MINIMUM SALARY:** \$28,000 minimum.

**CLOSING DATE:** The position will remain open until filled; applications received by August 1, 1992 will receive priority consideration.

Letters of application, a current résumé, and the names, addresses and phone numbers of three references should be sent to:

Ferne Hyman, Asst. University Librarian for Special Services  
Rice University  
Fondren Library  
P. O. Box 1892  
Houston, TX 77251-1892

## COUNSELOR/RESEARCHER

East Carolina University School of Medicine is accepting nominations for the position of Counselor/Researcher for the Center for Student Opportunities, an academic support service unit.

The Counselor/Researcher will maintain a comprehensive counseling and psychological testing program; provide personal, career, and academic counseling; conduct workshops and seminars to enhance coping skills; administer, interpret, and evaluate psychological assessment measures; and teach the communications module for an eight week summer enrichment program.

The Counselor/Researcher will conduct research focusing on issues regarding retention and learning styles of minority and educationally disadvantaged students. The Counselor/Researcher will also assist in the development of research proposals and grant applications.

The successful candidate will be able to interact with students and staff in an interactive educational environment. A sensitivity to the issues of all ethnic groups, especially African Americans, but including Hispanics and Native Americans, is essential. Experience working with minority or educationally disadvantaged students is highly preferred.

A Master's degree in counseling, counselor education, or other related field required, Ph.D. preferred.

Candidates may send a letter of application, résumé, transcripts, and three letters of recommendation by July 1, 1992 to:

M. Gwendolyn Lee-Tolson, Director  
Center for Student Opportunities  
East Carolina University, School of Medicine  
Brody Medical Sciences Building 2N45  
Greenville, NC 27858-4555  
(919) 851-2500

East Carolina University is a constituent institution of The University of North Carolina. An Equal Opportunity, Affirmative Action Employer.

## ILLINOIS STATE UNIVERSITY

Illinois State University invites applications for the position of Assistant Director of Alumni Services. The successful candidates will be responsible for developing, coordinating, programming and managing the affairs of the Illinois State University Alumni Chapters throughout the United States. In addition, the Assistant Director will assist with all activities and services sponsored by the Alumni Office.

The ideal candidate should have strong organizational, public speaking and writing skills, the ability to work with and motivate diverse groups of alumni volunteers. Candidates with previous experience in higher education and event management will be given serious consideration for this entry level position. Appointment date will be on or about September 1, 1992. Salary will be competitive with entry level positions.

To assure consideration, please send a letter of application, including a résumé and three current letters of recommendation by July 15, 1992 to: Carol Morris, Alumni Director, 3100 Alumni Services, Illinois State University, Normal, IL 61761-6801.

An Equal Opportunity, Affirmative Action Employer

An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe —

every week in The Chronicle.

**Yale Collection and Space Administrator**, Yale Law Library, Minimum of 1 year Law Library experience, M.L.S. or similar professional position, responsible for maintaining library of Congress classification system, LSCM, and other cataloging codes, Library of Congress Interrelations, and MARC formats; excellent supervisory and communication skills; ability to work with individuals with NOTIS or other integrated automated systems; knowledge of computerized public services utility for cataloging and authentication; experience in data base management systems; supervisory and space planning experience; ability to work in organizing workflows and writing policies and procedures documents; knowledge of automated library systems and non-print bibliographic resources; minimum of \$28,000. Applications must be submitted no later than July 15, 1992. Apply in writing including a letter of application and three letters of reference to: Secretary, Search Committee Head, Copy Cataloging Section, Yale University, Law Library, 125 High Street, The University of Pittsburgh, Pittsburgh, Pennsylvania 15262. The University of Pittsburgh is an EOE/AA/Title IX/ADA Employer.

**Library Head, Copy Cataloging Section, Yale University**. Copy Cataloging Section is a faculty library organization and serves on the management team of Central Technical Services. The position requires support and performing the functions of a copy cataloger. The Law Librarian in the administration, planning, and development of the Law Library. Minimum of 3 years professional law library experience, knowledge of automated library systems and new technology, and strong emphasis in cataloging at an academic research library; reading knowl-

## Colorado School of Mines ARTHUR LAKES LIBRARY CATALOG LIBRARIAN

Colorado School of Mines seeks a catalog librarian to manage and perform original and copy cataloging in a variety of formats. Supervises all cataloging and processing activities, maintains quality control, solves problems, establishes policies and procedures, maintains quality control over bibliographic files, and keeps statistical records and reports. Has opportunity to participate in collection development and perform some research work.

**REQUIRED:** MLS from an ALA accredited program. Knowledge of MARC formats, AACR2, LC classification, and LSCM. Familiarity with online cataloging procedures. OCLC experience essential. **DESIRABLE:** Two years of cataloging experience (will consider pre-MLS, para-professional experience).

Two years of cataloging experience with archival collections. Ability to function well in a changing environment. Excellent work management skills, the ability to set goals and prioritize, excellent writing skills; and excellent oral and written communication skills. Must be willing to participate in professional development activities and show potential for professional growth.

The Arthur Lakes Library of the Colorado School of Mines has over 130,000 monographs, 160,000 microforms, 250,000 current periodicals, and 2,500 current journal and serial titles. The Library serves a student body of over 2,600, enrolled in programs in mineral engineering, material science, energy, and environmental engineering up to the Ph.D. level. There are currently nine FTE librarians. Librarians serve as administrative faculty on 12 month contracts. The town of Golden is about 10 miles west of Denver in the foothills of the Rocky Mountains. Golden is conveniently located near both major urban areas and near some of the finest ski areas in the country. Both cultural and outdoor activities abound.

**MINIMUM SALARY:** \$25,500. Submit letter of application, résumé, and the names, addresses, and phone numbers of three references to:

CATALOG LIBRARIAN  
COLORADO SCHOOL OF MINES  
P. O. Box 69  
GOLDEN, CO 80402

Selection will begin after July 10 or until filled.

AN EEO/AFFIRMATIVE ACTION EMPLOYER

## MUCIA

### Assistant Director

The Midwest Universities Consortium for International Activities, Inc. (MUCIA), based at The Ohio State University in Columbus, Ohio, is seeking an Assistant Director to assume responsibility for planning, implementing, evaluating, and monitoring programs and policies, establishes priorities, maintains quality control over bibliographic files, and keeps statistical records and reports. Has opportunity to participate in collection development and perform some research work.

**REQUIRED:** MLS from an ALA accredited program. Knowledge of MARC formats, AACR2, LC classification, and LSCM. Familiarity with online cataloging procedures. OCLC experience essential. **DESIRABLE:** Two years of cataloging experience (will consider pre-MLS, para-professional experience).

Experience with archival collections. Ability to function well in a changing environment. Excellent work management skills, the ability to set goals and prioritize, excellent writing skills; and excellent oral and written communication skills. Must be willing to participate in professional development activities and show potential for professional growth.

The Arthur Lakes Library of the Colorado School of Mines has over 130,000 monographs, 160,000 microforms, 250,000 current periodicals, and 2,500 current journal and serial titles. The Library serves a student body of over 2,600, enrolled in programs in mineral engineering, material science, energy, and environmental engineering up to the Ph.D. level. There are currently nine FTE librarians. Librarians serve as administrative faculty on 12 month contracts. The town of Golden is about 10 miles west of Denver in the foothills of the Rocky Mountains. Golden is conveniently located near both major urban areas and near some of the finest ski areas in the country. Both cultural and outdoor activities abound.

**MINIMUM SALARY:** \$25,500. Submit letter of application, résumé, and the names, addresses, and phone numbers of three references to:

CATALOG LIBRARIAN  
COLORADO SCHOOL OF MINES  
P. O. Box 69  
GOLDEN, CO 80402

Selection will begin after July 10 or until filled.

AN EEO/AFFIRMATIVE ACTION EMPLOYER

### 2 Staff Assistants

MUCIA is also seeking two Staff Assistants to analyze proposed projects; edit and/or write portions of proposal documents; assist in coordinating project tasks; assist in coordinating site visits; develop and maintain project goals and objectives; serve as liaison with universities, staff, host country staff, and funding agencies; work with committees; prepare reports, correspondence and other documentation; maintain bibliographies. Salary will be commensurate with experience within the \$21,000-\$24,000 range; excellent benefits are available; successful candidates will be considered for travel.

**REQUIRED:** MLS and a doctoral degree, expertise in fiscal management, excellent oral and written communication skills and at least 3 years of successful experience in library administration are requisites for the position. Salary negotiable.

Send letter of application, official transcripts, current résumé and three professional references to:

Miss Gwenwynn B. Braxton, Chair  
Search Committee for the Director of Libraries  
Delaware State College  
1200 North DuPont Highway  
Dover, Delaware 19901

The Search Committee will begin reviewing applications June 15 and continue until the position is filled.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

## LIBRARY NETWORK, EXECUTIVE DIRECTOR

The Pittsburgh Regional Library Center, a dynamic and growing consortium of library/information agencies from western Pennsylvania, western Maryland, and West Virginia, seeks candidates and nominations for the position of Executive Director. Reporting to the Board of Trustees, the Executive Director serves as the organization's chief executive officer, a key leader in the planning, development, and execution of the network's programs and services. The Executive Director is the network's liaison to its member agencies and to related professionals/business organizations.

Requirements for this position include an ALA-accredited master's degree in library/information studies. Additional education (including an MBA or appropriate additional master's-level degree) is preferred. Successful candidates should possess a minimum of ten years' experience working in a variety of information/business settings, including progressively increased administrative and managerial responsibilities. Candidates must demonstrate exceptional communication skills and possess the ability to work with a multicultural clientele.

Interested candidates should submit a letter of inquiry stating their interest in the position. Letters of nomination should include a résumé listing their experiences. All materials should be submitted to: Chair, Search Committee, Pittsburgh Regional Library Center, 103 East Boulevard, Pittsburgh, PA 15222. Applications will be accepted until the position is filled. PRILC IS AN EQUAL OPPORTUNITY EMPLOYER.

The successful candidate will be able to interact with students and staff in an interactive educational environment. A sensitivity to the issues of all ethnic groups, especially African Americans, but including Hispanics and Native Americans, is essential. Experience working with minority or educationally disadvantaged students is highly preferred.

A Master's degree in counseling, counselor education, or other related field required, Ph.D. preferred.

Candidates may send a letter of application, résumé, transcripts, and

three letters of recommendation by July 1, 1992 to:

M. Gwendolyn Lee-Tolson, Director  
Center for Student Opportunities  
East Carolina University, School of Medicine  
Brody Medical Sciences Building 2N45  
Greenville, NC 27858-4555  
(919) 851-2500

East Carolina University is a constituent institution of The University of North Carolina. An Equal Opportunity, Affirmative Action Employer.

## Assistant Director of Alumni Services

## ILLINOIS STATE UNIVERSITY

## Resident Director

West Chester University seeks a Resident Director to be responsible for one residence hall of three to five hundred students. Additionally, you'll supervise one graduate assistant and six to twelve resident assistants and be responsible for programming, staff development, leadership education and monitoring of student behavior through the University judicial system. The Resident Director plays an important role in the direction of the Residence Life Program, and as such, is directly involved with central office responsibilities, i.e., publications, RA staff selection, public relations and facilities management.

Previous residence hall experience required, with a preference given to candidates holding a Master's degree in student personnel or a related field. The ideal candidate should also possess skills in group advisement, counseling and crisis management. This is a twelve month full-time, live-in position available August 3, 1992.

Salary: \$23,452 for 12 months including excellent benefits package. Send letter of application, resume and the names and telephone numbers of three references, postmarked by June 10, 1992, to:

Personnel Office, RD Search,

WEST CHESTER UNIVERSITY,  
West Chester, PA 19383. AA/EOE.

Women and minorities are encouraged to apply.

Review of applications begins on June 10, 1992.

West Chester University is an equal opportunity, affirmative action employer.

## West Chester University

**Skills:** Responsibilities: assist the director in annual and long-range planning for facility, personnel, and services; Send a letter of application, résumé, and the names and telephone numbers of three references to: Secretary, Search Committee, West Chester University, 125 High Street, The University of Pittsburgh, Pittsburgh, PA 15262. The University of Pittsburgh is an EOE/AA/Title IX/ADA Employer.

An Equal Opportunity, Affirmative Action Employer

## An update from Washington on what's happening in

Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe —

every week in The Chronicle.

Marie C. Johnson, Director of Academic Affairs, The University of Texas at Austin anticipates a September 1993 opening

for a tenure-track Assistant Professor in Marketing. Preference will be given to candidates with extensive professional experience considered. Teaching experience preferred. Salary commensurate with experience. Send application letter, vita, names, addresses and telephone numbers of three references to: Dr. William W. Green, Chair, Department of Marketing, M. Wesley School of Business Administration, Fort Worth, Texas 76129. TCU is an AA/EEO/AA employer.

Marketing/Management Instructor. Master's degree including at least two years teaching experience and two years' work experience in marketing. Preference will be given to candidates with an emphasis in M.B.A.-level teaching. Entry-level Assistant Professors are preferred but outstanding candidates with relevant experience will be considered for positions at the Associate and Full Professor levels. All areas of marketing including consumer behavior, marketing models, international marketing, and foundations of marketing are acceptable. Please send to Professor Wayne D. Hoyer, Recruiting Coordinator, Marketing Department, The University of Texas at Austin, M. Wesley School of Business Administration, Fort Worth, Texas 76129. TCU is an AA/EEO/AA employer. An Equal Opportunity, Affirmative Action Employer.

Marketing Assistant/Associate Professor in Marketing. Requirements include:

Marketing University of Vermont, School of Business Administration invites applications for Assistant Professor position beginning September, 1993. Ph.D. or D.B.A. in Marketing. To teach undergraduate and graduate courses in marketing.

Marketing: Earned doctorate from an accredited and recognized university. Possess strong teaching skills, especially in research methods, quantitative methods, and statistical analysis. Excellent communication skills, particularly in written and oral presentation. Excellent record of publication in refereed journals.

Marketing: Competitive. M.A. in an appropriate discipline required. Candidate must have a minimum of three years teaching experience. Send application letter, vita, names, addresses and telephone numbers of three references and a copy of transcripts to Pam Sager, Search Chair, North Central Missouri College, Maryville, Missouri 64460. North Central Missouri College is an equal opportunity employer.

Marketing: Communication: Two Assistant/As-

sistant professor positions available.

Marketing: Head, Department of Marketing.

Marketing: Assistant/Associate profes-

essor in Marketing.

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## UNIVERSITY OF MINNESOTA Program Director of the Chicano/Latino Learning Resource Center

The University of Minnesota invites applications for the position of Program Director of the Chicano/Latino Learning Resource Center. This is a full-time, non-renewable academic administrative appointment subject to satisfactory performance.

The Program Director will be responsible for: (1) planning, implementing and supervising academic support services for approximately 300 Chicano/Latino students; (2) coordinating such academic related efforts with other University units and community organizations; (3) developing and maintaining a data base on the students' institutional and longitudinal academic performances; (4) conducting retention research on Chicano/Latino students; (5) advising the Raza Student Cultural Center which provides cultural programs; and (6) promoting community outreach programs. Part-time teaching may be possible depending on the qualifications of the candidate and the University's curricular needs.

Minimum qualifications are a Master's Degree, two years of administrative experience, and relevant work experience with Chicano/Latino students in higher education and/or with Chicano/Latino communities.

Preference will be given to candidates with an established record of successfully administering academic support services for Chicano/Latino students in a college setting. Also desirable are strong communication and interpersonal skills, as well as an ability to work cooperatively with people from diverse cultural and educational backgrounds. The annual salary will range from \$37,000 to \$42,000 depending on the candidate's qualifications and experience.

Send a letter of application, a curriculum vitae, and three letters of recommendation to:

Search Committee for CLLRC Program Director  
Office for Minority and Special Student Services  
University of Minnesota  
1001 University Avenue, S.E., Suite 1041  
Minneapolis, Minnesota 55414

Complete applications, including three letters of recommendation, must be received by July 31, 1992.

The University is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation.

## STUDENT ACTIVITY ADVISOR/ COORDINATOR OF STUDENT MULTICULTURAL SERVICES

Western Illinois University seeks a dynamic and resourceful person to coordinate its efforts at promoting cultural diversity. In addition, the coordinator will have responsibility for identifying the needs of minority students working with other University staff to develop effective programs and resources to meet the needs of diverse students and performance of liaison work between the Assistant Vice President's office and other University offices which provide programming for culturally diverse students.

### QUALIFICATIONS:

Candidate should demonstrate a strong commitment to cultural diversity. A minimum of a Master's degree in Student Personnel Administration, Counseling, Educational Foundation, or related field is required. Demonstrated statistical and analytical skills; excellent verbal and written communication skills, and ability to work effectively with varied constituencies. Experience in higher education, counseling, or student services is preferred.

### APPLICATION PROCEDURE:

Initial screening will begin on June 26, 1992 and continue until the position is filled. Interested individuals should send a letter of application, a résumé and three letters of reference (including telephone numbers) to:

Bellinda Carr, Chair  
Coordinator of Multicultural Student Services  
Search Committee  
Gwenverde Nichols Cultural Center  
Western Illinois University  
Macomb, IL 61453

Western Illinois University is an AA/EO employer and has a strong institutional commitment to diversity. In that spirit we are particularly interested in receiving applications from a broad spectrum of people, including women, minorities, and persons with disabilities.

Send resume and references by 6/29/92 to  
Ma. Barbara Fabe, Vice President for Human Resources

## DIRECTOR CAPITAL CAMPAIGN (Search extended)

Manhattan College is an independent, coed institution sponsored by the Christian Brothers. This senior-level position is responsible for organizing and managing all facets of a \$50 million capital campaign, requiring a minimum of 10 yrs development experience in an educational inst. Successful candidate will assume an active role in all aspects of the campaign including budgeting; recruiting and supervising key volunteers; planning, developing and monitoring cultivation and solicitation programs; and actively participating in the solicitation process. The Director will serve as a member of the campaign team which includes the President, the Vice President and selected Trustees.

## DIRECTOR ALUMNI ANNIVERSARY PROGRAM

Responsible for the coordination of the quinquennial reunion classes including fundraising and events planning. The successful candidate will be part of the development team, working in close contact with the alumni office. Responsibilities include coordinating a direct mail/telephone fundraising campaign. Also responsible for formulating and expediting reunion events. Strong interpersonal, communication skills and demonstrated success in working with volunteers is essential.

Send resume and references by 6/29/92 to  
Ma. Barbara Fabe, Vice President for Human Resources

## MANHATTAN COLLEGE Riversdale, NY 10471

An AA/EO Employer M/F  
Women and Minorities Are Encouraged To Apply

## GEORGETOWN COLLEGE

## DEVELOPMENT INFORMATION SYSTEMS COORDINATOR

Georgetown College in Kentucky is seeking a Development Information Systems Coordinator to work in the Office of Development. This individual will be responsible for the development, maintenance and enhancement of computer support systems for the Development Office, will recommend new or revised information systems and will assist in the implementation of approved recommendations. The coordinator will participate in the planning and monitoring of data processing activities, developing a clear understanding of project problems, schedules and priorities to make maximum use of computer capabilities in development work.

The job requires knowledge equivalent to that acquired in a four-year college degree program in Computer Science, Programming or Information Systems; one to three years of related and progressively more responsible on-the-job work experience in programming, computer system development, analysis and design; or an equivalent combination of education and experience. Applications for development experience will be given first consideration. Familiarity with CARS will be helpful.

With an enrollment of 1500-1600 and located in the Bluegrass area north of Lexington, Georgetown College is a private, four-year liberal arts college committed to providing an education of high quality in a Christian environment.

Send resume to: Director of Development  
Georgetown College  
400 East College Street  
Georgetown, Kentucky 40324

## DIRECTOR ACADEMIC ADVISING SERVICES

The University of Northern Iowa is seeking a Director of Academic Advising Services. UNI has an enrollment of 13,000 students and offers a broad range of degree programs and educational opportunities. Located in Cedar Falls, Iowa, the University is part of the greater metropolitan area of Waterloo/Cedar Falls with a population of over 110,000 residents.

**Responsibilities:** The Director provides leadership for development of academic advising university-wide with responsibilities for coordination of faculty staff, and the direction and supervision of the Academic Advising Services department. This is an immediate and long-range departmental unit, administers departmental business and assists institutional offices in formulating and implementing policies and programs directed toward enhancing undergraduate advising. This position reports to the Vice President for Educational and Student Services.

**Qualifications:** Doctorate in higher education, college student personnel, counseling or related field required. Five years' experience in higher education required with two years' administrative experience. Knowledge of student development theory and application required and teaching experience in a higher education setting preferred.

**Application Information:** This is a 12-month position. Salary and benefits are competitive. Review will begin June 22 and continue until an appointment is made. Appointment is August 1, 1992 or by agreement. Send application letter, resume and list of three current references with their address and telephone number to:

Director/Academic Advising Services Search Committee  
Office of the Vice President for Educational and Student Services  
103 Student Services Center • Cedar Falls, Iowa 50614-0382

An equal opportunity educator and employer  
with a comprehensive plan for affirmative action.

## BULLETIN BOARD: Positions available

## COLORADO SCHOOL OF MINES

### Director of the Division of Liberal Arts and International Studies

Colorado School of Mines at Golden, Colorado invites nominations and applications for the position of Director of the Division of Liberal Arts and International Studies. The position calls for a scholar-educator with intellectual vision, proven leadership qualities, and administrative and academic experience.

The candidate must be expected to contribute to teaching, research and funding activities, as well as to provide leadership to the Registrar and Director of Admissions. Bachelor's degree required.

**Admissions and Records Counselor:** Supervisor of student recruitment, admissions and records activities, and provide counseling for prospective, new and continuing students. Position reports to the Registrar and Director of Admissions. Bachelor's degree required, master's preferred.

**Asst. Director/Counselor:** Staff psychopathology/counseling position in Counseling Center. Provide comprehensive psychological services to clients with broad range of personal, developmental and academic concerns. In addition to direct and outreach/consultation services, provide specialized outreach services and programming primarily addressing minority students. Master's degree in Counseling/Psychology required. Licenses eligible preferred.

Qualified applicants should send (1) letter of interest, (2) current résumé, (3) the names, addresses and telephone numbers of three references, and (4) if applying for recruitment position, include example reports and publications applicant has developed.

All applications, nominations, and inquiries should be sent to: Ms. Kathy Plantz, Search Committee, LUSU, One University Place, Shreveport, LA 71115. Review of all applications will begin July 1 and continue until positions are filled. As an Equal Opportunity, Affirmative Action Employer, Louisiana State University in Shreveport encourages applications from women and minorities.

### Director of Major and Deferred Gifts

## Beloit College

Beloit College, about to enter the public phase of a major multi-year campaign linked to its bicentennial, seeks an experienced development professional for individual major gifts, bequests and deferred giving. Reporting to the vice president for external affairs, this individual will carry major responsibility for leadership gifts to the college and will administer a comprehensive deferred giving program.

This challenging growth opportunity is available immediately to a self-directed and creative individual with superior communication skills, 3-5 years of fund-raising experience, and familiarity with deferred giving vehicles. Travel up to 50 percent of time required.

Competitive salary and benefits and choice location in a Chicago-Madison-Milwaukee triangle.

Address letter of inquiry and résumé in confidence to:

Bruce Wyatt  
Vice President for External Affairs  
Beloit College  
700 College Street  
Beloit, WI 53511

Review of résumés will begin June 22, 1992.

Beloit College is an equal opportunity, affirmative action employer.

## Assistant Registrar for Systems

Responsibilities: Responsible for information systems and technology in Registrar's Office. Needs analysis, systems design specification and testing. Application software development on PCs to analyze and report data downloaded from mainframe. Institutional research on student data base. User training and documentation. Plans future systems strategies.

Requirements: B.A./B.S. required. Master's Degree preferred. Broad understanding of information systems/technology and work flow/procedures of a Registrar's Office. Understands integrated information systems. Has working knowledge of office automation applications: WordPerfect, Paradox, Excel, Communication Tools, Graphic Artist, Desktop Publishing. Has 3-8 years' experience in student records. Strong background in information systems. Prior experience with mainframe student records systems and data base management systems required.

If interested, send cover letter and résumé to:  
Patricia E. Basque, Manager of Employee Relations, Wellesley College, Wellesley, MA 02181  
by 6/19/92.

Wellesley College especially welcomes applications from ethnic minorities and women.

## Wellesley College

## Director of Computer and Information Technologies

Lewis-Clark State College seeks a Director of Computer and Information Technologies.

**Responsibilities:** 12-month administrative position reports to the Financial and Academic Vice Presidents. The Director must utilize computing and communication resources to advance the College's mission and to support instruction, scholarship, and institutional management of information.

**Qualifications:** Bachelor's degree required. Master's degree in an appropriate field of highly desired. Successful candidates must have at least 2 years of supervisory experience and demonstrated ability to communicate with a wide variety of colleagues. Experience in management, design and implementation of LAN's and WAN's; implementation of a new, large scale integrated system with RDBMS and 4GL; SL/1 and Meridian I/PBX administration desired. Information processing, preferably in a higher education environment, in order to promote the appropriate use of technology is required.

**Salary:** \$45,000-\$50,000 DOE

Application review begins June 15, 1992 and continues until a suitable candidate is found. Please send a letter of application, résumé, 3 letters of reference, and names, addresses, and telephone numbers of 3 additional references to Mr. Dean Prochilich, Financial Vice President, LCSC, 500 8th Ave., Lewiston, ID 83501.

Lewis-Clark State College is an AA/EEO and encourages applications from women and minority groups.

## Augusta College Librarian

Augusta College seeks an individual to serve as director of its library.

The Augusta College Librarian has (tenure track) faculty status and provides leadership to and general oversight of all library operations. A qualified candidate must possess a Master's degree from an ALA-accredited program, and have a minimum of five years' academic experience with demonstrated leadership capabilities. The position has a minimum starting salary of \$40,000 and is available January 1, 1993. Interested applicants must submit a letter of application and curriculum vitae to the search committee chair no later than August 1, 1992.

Send applications to: Joyce S. Billue, Chair, Augusta College Library Search Committee, Department of Nursing, Augusta College, Augusta, Georgia 30910; (706) 737-1725 or Fax (706) 731-7980.

Augusta College is an Affirmative Action, Equal Opportunity Employer.

Physical Education: Physical Education Department, Box 30, Room 30, good vita, three recent publications, one research paper. Position 1: Dr. Harry Krumm, Professor Emeritus, Kent Kalm, Box 28, Mankato State University, Mankato, Minnesota 56001-8400.

Physical Education: Physical Education Department, Box 30, Room 30, good vita, three recent publications, one research paper. Position 2: Dr. Joan E. Barthach, Physical Education, Department, Southern Connecticut State University, New Haven, Connecticut 06515. Application Deadline: June 15, 1992. Review of materials will commence June 15, 1992. Review of materials will commence June 15, 1992. Applications will be accepted until position is filled. Funds provided.

Physical Education: Physical Education Theory and Methodology Course, 300 Cliffs Classes, Augustana College, Rock Island, Illinois 61201. Application Deadline: June 15, 1992. Review of materials will commence June 15, 1992. Applications will be accepted until position is filled. Funds provided.

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## SCHOOL OF LAW

Hamline University School of Law seeks innovative, imaginative and energetic professionals who would appreciate close collaboration with admissions, student and academic services, alumni and development officers of the School of Law as well as the dean in planning and providing a wide range of services to its students.

Hamline University is the oldest university in Minnesota, and the law school was founded in 1972. An ABA- and AALS-accredited law school, Hamline enrolls 550-600 students each year in a day division J.D. program, with over 2,600 alumni throughout the United States. The law school provides a legal education in the liberal arts tradition, with particular emphasis on public service and professional ethics. Joint degree programs with the Hamline Master's in Public Administration program and University of St. Thomas M.B.A. program are also available to students.

## Dean of Students

**Duties:** The Dean of Students is responsible, among other duties, for the recruitment and retention of students of color. The position has a heavy counseling component and requires substantial admissions work. In addition, the Dean is responsible for administering and coordinating existing programs, including academic support and orientation, as well as creating and implementing additional programs responsive to the needs of the entire student body. The Dean works closely with the Admissions Office, and travels extensively from September to November throughout the country recruiting generally, but with a special focus on recruiting students of color. The position also has some budget responsibilities.

**Qualifications:** The Dean must have excellent interpersonal and administrative skills, along with strong written and oral skills. A J.D. is preferred but those applicants with training or experience in other relevant areas will be considered. Previous experience in counseling, specifically in student counseling in a law school setting, administration, or admissions is highly desirable. Some cross-cultural experience favored. Salary is competitive.

## Director of Career Services

**Duties:** The Director of Career Services is responsible for development and administration of career planning and placement programs for up to 600 students as well as participating alumni, or recruitment; managing public interest and minority recruitment conferences; employment supervision, e.g., job listings, job development programs and materials; the career resource library; career newsletters; office personnel and budget.

**Qualifications:** B.A. degree plus career services experience, or a J.D. or appropriate counseling degree; excellent interpersonal, administrative and writing skills.

Both positions are available immediately, and applications will be accepted until suitable candidates are identified. Send a résumé and cover letter to the Director of Human Resources, Hamline University, 1516 Hewitt Avenue, Saint Paul, MN 55104, for each position. For further information regarding the Director of Career Services position, please contact Associate Dean Marie A. Fellingher, (612) 641-2882, fax (612) 641-2435. For further information regarding the Dean of Students position, please contact Professor Robin K. Magee, Chair, Dean of Students Search Committee, (612) 641-2339; fax (612) 641-2435. AA/EEO.



## DIRECTOR OF ATHLETICS

University of Idaho  
Moscow, Idaho

The University of Idaho invites nominations and applications for the position of Director of Athletics. The University is the land-grant and research institution of the state playing Division I member of the NCAA and Big Sky Athletic Conference. The University has an enrollment of 10,500 students and has full responsibility for providing leadership and management for the current intercollegiate program for men and women and reports directly to the President of the University.

The successful candidate will have a combination of the following characteristics: management experience with a successful intercollegiate program; demonstrated integrity and high ethical standards; a commitment to the academic achievement of all athletes; ability to relate to both men's and women's sports programs; demonstrated ability in interpersonal communications. The successful candidate will also possess the enthusiasm and energy to direct a successful athletic program through the challenges of the future. A master's degree is required with a master's degree preferred.

To apply, send letter application, résumé, references, and arrange to have three letters of recommendation sent to: W. V. Morris, Vice President for Student Affairs, University of Idaho, Moscow, ID 83843.

Nominations should be submitted as soon as possible. The search procedures will conclude when a sufficient number of qualified applicants have submitted formal applications, but no sooner than July 10, 1992.

The University of Idaho is an equal opportunity, affirmative action employer and educational institution.



## WESTTOWN SCHOOL

Westtown School, Westtown, PA, announces an opening for Director of Admissions and Financial Aid, available July 1, 1992. The Director of Admissions and Financial Aid is responsible for enrollment of 600 students from pre-kindergarten through 12th grades and the administration of a \$1.5 million financial aid program.

Founded in 1798, Westtown is the oldest co-educational Quaker boarding school in the United States. Located on a 600 acre campus in southern Pennsylvania, Westtown features a college preparatory curriculum and a strong residential program in 9-12th grades. Boarding is required in 11-12th grades.

Inquiries may be addressed to: Thomas B. Farquhar, Head of School, Westtown School, P.O. Box 1790, Westtown, PA 19305.

## Washington D.C.—Administration

Hands-on administrator for small graduate school. Responsible for maintaining all financial data, budget preparation and reporting as computerized bookkeeping and accounting system. Reports directly to President.

The School is a growing independent institution based in Washington D.C. on the campus of a major university. It awards a professional, master's level degree.

Mail Résumé to: Box 40-100, The Chronicle of Higher Education, 1255 23rd Street, NW, Suite 700, Washington, DC 20037.

The most extensive listing anywhere of jobs available in higher education —

every week in The Chronicle.

## DAYTONA BEACH COMMUNITY COLLEGE

Daytona Beach Community College, a comprehensive institution of approximately 10,000 FTE seeks qualified applicants for the following positions:

## DIRECTOR, AFFIRMATIVE ACTION &amp; EMPLOYMENT SERVICES

The Director has primary responsibility for assuring that all areas of the college are taking part in the efforts to promote affirmative action in hiring as well as other areas of personnel administration.

**QUALIFICATIONS:** Bachelor's degree in Human Resource Management, Psychology, Business Administration or related field required; Master's degree preferred. A minimum of five years progressively responsible experience in the fields of equal opportunity, affirmative action, personnel recruitment and hiring. Candidates should possess the ability to communicate effectively both orally and in writing, demonstrating familiarity with all applicable laws and regulations related to equal opportunity and affirmative action. Strong interpersonal skills with demonstrated ability to build consensus among groups both within the college and in the larger community.

## LEARNING SKILLS DIAGNOSTICIAN

The Learning Skills Diagnostician will be responsible for the development organization, and delivery of the institution's assessment systems.

**QUALIFICATIONS:** Master's degree in educational research/statistics plus additional hours in Psychometrist.

## COUNSELOR (2)

Counselor will provide guidance, counseling, and academic advisement to students.

**QUALIFICATIONS:** Master's degree in Counseling or in a related field; 30+ graduate hours or career counseling experience preferred. Preference will be given to candidates with prior competitive salary based on credentials and experience plus an attractive benefits package. Applications must include cover letter, transcripts, resume with names, addresses and phone numbers of three references. Closing date for applications is July 3, 1992. Send complete application to:

Human Resources Department  
Daytona Beach Community College  
1200 Volusia Avenue  
Daytona Beach, FL 32114

AN EQUAL OPPORTUNITY EMPLOYER M/F MINORITIES AND FEMALES ARE ENCOURAGED TO APPLY



## JOHNSON STATE COLLEGE

## Director of Admissions

Johnson State College seeks a Director for a successful admissions program which is home to the college to its current historic peak enrollment of 1,700 students, including full- and part-time, residential and commuting, graduate and extended degree students.

The College is a four-year public institution offering majors in more than 20 liberal arts and professional arts, and graduate programs in Education and Counseling.

The traditional residential population entails 60% of its students from Vermont, and 40% from outside the state.

The successful candidate will have a combination of the following characteristics: management experience with a successful interdisciplinary program; demonstrated integrity and high ethical standards; a commitment to the academic achievement of all athletes; ability to relate to both men's and women's sports programs; demonstrated ability in interpersonal communications. The successful candidate will also possess the enthusiasm and energy to direct a successful athletic program through the challenges of the future. A master's degree is required with a master's degree preferred.

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**NORTH DAKOTA STATE  
UNIVERSITY**  
**Dean of the College  
of Human Development  
and Education**

North Dakota State University invites inquiries, nominations and applications for the position of Dean of the College of Human Development and Education.

The College and University: The newly structured College of Human Development and Education includes the Department of Apparel, Textiles, and Interiors; Design; the Department of Child Development and Family Science; the Department of Food and Nutrition; the Division of Health, Physical Education, and Recreation; and the School of Education. The College has 61.57 FTE faculty and 1,272 students. North Dakota State University, with its main instruction located in Fargo, North Dakota, has an enrollment of 9,000 students. Full-time teaching and research faculty numbering approximately 600. Undergraduate instruction is carried out in eight academic units: the colleges of Agriculture, Business Administration, Engineering and Architecture, Human Development and Education, and Humanities and Social Sciences. Pharmacy, Science and Mathematics, and University Studies. The Graduate School offers the doctorate in 28 disciplines and the master's in 48. The North Dakota Agricultural Experiment Station and North Dakota State University Extension Service are integral parts of the university. North Dakota State University is part of the North Dakota University System and participates in the Tri-College University consortium with NDSU and North Dakota State University and Concordia College. Under the Tri-College University, the three institutions share library resources and enroll a total of 15,000 students. With a population of 150,000, greater Fargo Moorhead is the regional center for retailing, health care, manufacturing, communications and entertainment in the region.

Responsibilities: As the chief administrative officer of the College, the Dean reports to the Vice President for Academic Affairs. The Dean is responsible for leading the faculty, planning and developing academic programs, implementing academic policies, enhancing relationships with various constituencies including fund raising, and administering and budgeting of all academic activities.

The successful candidate should have:

- An earned doctorate and academic credentials to merit the rank of a tenured full professor in a discipline represented within the College.
- Evidence of successful experience and distinguished leadership in academic administration, preferably at the level of chair or above.
- A demonstrated commitment to excellence in teaching, scholarly activity, and professional service.
- Ability to communicate clearly and effectively with faculty, students and other constituent groups.
- Ability to foster consensus and commitment to shared governance and participatory management.
- Demonstrated commitment to the goals of affirmative action principles and sensitivity to multicultural issues.
- Demonstrated competence in fiscal management.
- Successful experience in program, curriculum and faculty development.
- An understanding of and willingness to work with the North Dakota State University Extension Service and the Agricultural Experiment Station.
- A commitment to fund raising.

Application Procedure: Salary is competitive and commensurate with qualifications and experience. North Dakota State University offers a full fringe benefits package. Applications received by September 1, 1992, will be assured of full consideration. The anticipated date of appointment is January 1, 1993. Candidates should send a letter of application with complete curriculum vitae, and names and contact information including fax numbers of four references to:

Dr. Harry Rosenberg, Chair  
Dean's Search Committee  
North Dakota State University  
College of Pharmacy  
Fargo, North Dakota 58105  
(701) 237-7456; Fax (701) 237-7606

North Dakota State University is an Equal Opportunity Institution

**DePauw University  
Assistant Dean of Students  
for Greek Affairs**

The Assistant Dean of Students serves as Greek advisor for 23 national fraternities and sororities and shares responsibility for implementation of principles for leadership training, for alcohol education, and for other activities in the Student Affairs Office. We are seeking an individual who has experience working with both students and parents who is committed to helping them achieve their ideals. Other qualifications include high energy level, administrative ability, success in working with students and an understanding of the liberal arts institution. Master's Degree preferred. This is an entry level position. Send resume and credentials to Joan Clark, Director of Student DePauw University, Greencastle, Indiana 46135. The search committee will begin reviewing applications as they are received.

DEPAUW IS AN AFFIRMATIVE ACTION,  
EQUAL OPPORTUNITY EMPLOYER

Women and minority candidates are encouraged to apply.

Reading Instructors: J. Sargent Reynolds Community College is a community two-year college dedicated to providing educational opportunities to the residents of the Richmond area and surrounding counties. The College has facilities located in urban, suburban and rural areas and will not exceed 12,000 each fall semester. The College is seeking applicants for Reading Instructor positions starting in Fall 1992. Up to two positions may be available. Positions are full-time nine-month appointments; full-time clinical appointments; and part-time appointments starting in Fall 1992. Starting salary will normally exceed \$28,571. Qualifications required include a minimum of 18 graduate hours in Reading, English, and developmental Reading/English programs and the disqualification. Ability to develop remedial reading programs and remediate reading deficiencies. A Master's degree in English or closely related area required. Applications should be sent to Ray Warren, P.O. Box 10403, Richmond, VA 23298-10403 no later than June 15, 1992. TSUM is an Equal Opportunity, Affirmative Action Employer and encourages minorities to apply.

TSUM is an Equal Opportunity Employer

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**DELAWARE STATE COLLEGE**  
Dover, Delaware 19901

**DEAN, SCHOOL OF ARTS AND SCIENCES**

Delaware State College invites applications and nominations for the position of Dean of the School of Arts and Sciences. The Dean will be responsible to the President and Vice President for Academic Affairs for transfer and General Education, and Research; and the School of Education.

The College has 61.57 FTE faculty and 1,272 students. North Dakota State University, with its main instruction located in Fargo, North Dakota, has an enrollment of 9,000 students. Full-time teaching and research faculty numbering approximately 600. Undergraduate instruction is carried out in eight academic units: the colleges of Agriculture, Business Administration, Engineering and Architecture, Human Development and Education, and Humanities and Social Sciences. Pharmacy, Science and Mathematics, and University Studies. The Graduate School offers the doctorate in 28 disciplines and the master's in 48. The North Dakota Agricultural Experiment Station and North Dakota State University Extension Service are integral parts of the university. North Dakota State University is part of the North Dakota University System and participates in the Tri-College University consortium with NDSU and North Dakota State University and Concordia College. Under the Tri-College University, the three institutions share library resources and enroll a total of 15,000 students. With a population of 150,000, greater Fargo Moorhead is the regional center for retailing, health care, manufacturing, communications and entertainment in the region.

Responsibilities: As the chief administrative officer of the College, the Dean reports to the Vice President for Academic Affairs. The Dean is responsible for leading the faculty, planning and developing academic programs, implementing academic policies, enhancing relationships with various constituencies including fund raising, and administering and budgeting of all academic activities.

The successful candidate should have:

- An earned doctorate and academic credentials to merit the rank of a tenured full professor in a discipline represented within the College.
- Evidence of successful experience and distinguished leadership in academic administration, preferably at the level of chair or above.
- A demonstrated commitment to excellence in teaching, scholarly activity, and professional service.
- Ability to communicate clearly and effectively with faculty, students and other constituent groups.
- Ability to foster consensus and commitment to shared governance and participatory management.
- Demonstrated commitment to the goals of affirmative action principles and sensitivity to multicultural issues.
- Demonstrated competence in fiscal management.
- Successful experience in program, curriculum and faculty development.
- An understanding of and willingness to work with the North Dakota State University Extension Service and the Agricultural Experiment Station.
- A commitment to fund raising.

Application Procedure: Salary is competitive and commensurate with qualifications and experience. North Dakota State University offers a full fringe benefits package. Applications received by September 1, 1992, will be assured of full consideration. The anticipated date of appointment is January 1, 1993. Candidates should send a letter of application with complete curriculum vitae, and names and contact information including fax numbers of four references to:

Dean of Arts and Sciences Search Committee  
Office of the Vice President for Academic Affairs  
Delaware State College  
Dover, Delaware 19901

DELAWARE STATE COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER  
AND DOES NOT DISCRIMINATE BECAUSE OF RACE, CREED,  
NATIONAL OR ETHNIC ORIGIN, SEX OR DISABILITY.

**ASSISTANT DEAN FOR TECHNICAL EDUCATION  
and  
DIRECTOR OF THE TECHNOLOGY CENTER**

Jackson State Community College seeks candidates to lead the creation of a technical education division and technology center to include manufacturing-related programs and business and industrial outreach training. Duties include supervision of planning, fund raising and other start-up activities; business and industrial training programs and regular off-campus career classes; hiring, supervision and evaluation of faculty and department heads; preparation, implementation and evaluation of faculty and department heads; preparation and management; and advising the Dean of Academic Affairs for technical education. Required qualifications: master's degree from accredited institution; recent relevant professional experience with emphasis on personnel supervision and motivation; working knowledge of state-of-the-art manufacturing technologies and strong interpersonal and communication skills. Preferred qualifications: experience in college administration and/or teaching; fund-raising skills and familiarity with the types of businesses and negotiations; candidates accepted and reviewed immediately until position filled. Send letter of application, resume, references, official JSCC application and transcript to Personnel Office, Jackson State Community College, 2046 North Parkway, Jackson, TN 38301-3797. AA/EOE.

Dr. Harry Rosenberg, Chair  
Dean's Search Committee  
North Dakota State University  
College of Pharmacy  
Fargo, North Dakota 58105  
(701) 237-7456; Fax (701) 237-7606

North Dakota State University is an Equal Opportunity Institution

**Santa Barbara City College  
DEAN OF ACADEMIC AFFAIRS**

Applications are invited for the following 12 month administrative position which will be available beginning August 21, 1992.

Responsible for English/Communications and Mathematics Divisions which include such departments as Communications, English as a Second Language, Composition and Literature, Essential Skills, Journalism, General Math, and Intermediate Math. Staff responsibilities include but are not limited to: administrative and fiscal responsibilities; provide leadership within dynamic adult degree programs; coordinate a graduate program of over 2,100 students. Candidates must possess demonstrated leadership skills related to duties and responsibilities of position. Demonstrated ability to lead, offer vision, and successfully manage professionals in academic or corporate setting.

A doctorate in Business, Administration, Adult Education or related discipline is preferred. The Associate Dean reports to the Vice President for Adult and Professional Studies. A combination of academic and corporate experience is desirable but not required.

Professor Frank Wedekind, Chair  
Academic Dean Search Committee  
University of Pittsburgh at Titusville  
P. O. Box 287  
Titusville, PA 16354

Screening will begin July 1, 1992 and will continue until position is filled.

The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer.

Women and minority candidates are encouraged to apply.

AN EQUAL OPPORTUNITY OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.  
MINORITIES & WOMEN ARE SPECIFICALLY ENCOURAGED TO APPLY.

AN EQUAL OPPORTUNITY OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.





## VICE PRESIDENT FOR UNIVERSITY RELATIONS Florida State University

Nominations and applications are invited for the position of Vice President for University Relations. The Florida State University is a public, fully accredited, coeducational institution of the state's State University System of Florida, located in Tallahassee. It is a comprehensive, undergraduate, graduate, and professional university offering undergraduate, graduate, advanced graduate, and professional programs of study, courses, and extensive research facilities and services to the public. Its primary role is to serve as a center for advanced graduate studies and research, while emphasizing research and providing excellence in undergraduate programs.

The Vice President provides executive leadership for the University's governmental relations at the local, state and federal levels; private fund-raising activities; and the development of policies and procedures to facilitate the general advancement of the University. The Vice President also oversees the work of the Office of Governmental Relations, and together with the appropriate committees, oversees the direct support organization of the University, including the Florida State University Foundation, the FSU Alumni Association, and the Seminole Booster.

The Vice President interprets, promotes, and advocates the work of the University to its several constituencies and facilitates the work of the University to express the interests, needs and concerns of those groups. The Vice President works with the other colleges and universities in both the public and private sectors and maintains liaison with the State University System Office, the other institutions in the State University System, and the Florida public community.

The successful candidate must have an established record of success in higher education, government or other appropriate professional experience which demonstrates leadership in private and governmental relations, fund raising and the coordination of separate operational units. He or she must demonstrate an ability to delegate responsibility and authority, to supervise professionals, to relate to others, and to lead effectively. The Vice President must also have an appreciation for the mission, research and service missions of the University, a sensitivity to the diversity of the University community, and a commitment to supporting alternative action.

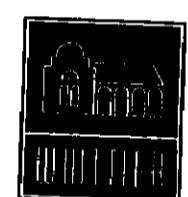
Salary is competitive and commensurate with experience and credentials. In addition, Florida State University offers an attractive benefits and retirement package.

Nominations and applications should be sent to:

Professor Leo Sandon, Chair  
Search Committee for University Relations  
President's Office, 6410, West Building  
The Florida State University  
Tallahassee, Florida 32306  
FAX # (904) 444-0172

Nominations should be received by June 22, 1992. Completed applications, consisting of a letter of application, a resume and four letters of reference, must be received. The "Government in the Sunshine" laws of the State of Florida require that all documents related to the search process, including letters of nomination and application be available for public inspection. All meetings of the Search Committee will be open to the public.

The Florida State University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.



## Vice President for Academic Affairs and Dean of Faculty WHITTIER COLLEGE

The Search Committee for Vice Presidents for Academic Affairs and Dean of Faculty invites nominations and expressions of interest.

Whittier College is an independent, four-year college distinguished by its small size (1000 undergraduates, 80 full-time faculty), nationally recognized liberal arts program, innovative interdisciplinary programs, strong pre-professional programs integrated into the liberal arts, diverse student body, and faculty governance by consensus.

The search committee will begin its review of each candidate's materials (letter, vita, and list of at least 3 references) in late June. The position is available as of July 1, 1993. Please address inquiries and nominations to:

Mrs. Jan Turner, Secretary  
VPA/Dean Search Committee  
Whittier College  
P.O. Box 634  
Whittier, CA 90608

Whittier College is an equal opportunity employer

hour post. Send letter of résumé in duplo, Brooklyn, New York 11201.

Research/Mechanical Engineering. Research associate/director of research, computer group. To lead a group to develop computer codes which simulate evolution of complex systems such as cyclotron/hydrodynamic effects, such as viscoelastic instabilities, etc., and extend them to include damage mechanics, statistics, DOS and UNIX. 40 hours/week, \$23,000 per annum. Send letter of interest in duplo to VPA#610, Room 301, One Main Street, Brooklyn, NY 11201.

Research/Materials Science. Research Associate/Director of Research, Manhattan. For research on the pathogenesis of B-lymphocyte, T-cell and macrophage interactions, Cdk5-dependent protein kinase in infected animal models and cultured cell lines. Experience in immunobiology, molecular biology, biochemistry, cell biology, molecular biology and 1 year of research results. Record of independent research experience and substantial experience in (1) immunobiology, (2) cell biology, (3) polymer and enzyme assay, ABD-affiliated Western and Northern Blotting; (4) cardiology, (5) cell culture, (6) cell-free synthesis, (7) cell biology, damage mechanics, statistics, DOS and UNIX. 40 hours/week, \$23,000 per annum. Send letter of interest in duplo to VPA#610, Room 301, One Main Street, Brooklyn, NY 11201.

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Research/Microbiology. Manhattan. Will conduct research laboratory and related research on microorganisms and their influence on protein conformation and have responsibility for providing the basic knowledge of Lys and the simulation of cellular metabolism. Ph.D. in Materials Science and 5 years experience in job offered. Position requires a demonstrated record of research experience in the field of directed synthesis, as well as a background in research work with temperature conditions with various polymers, ceramics and metal. \$33,000/year, 40

## DEAN OF STUDENT DEVELOPMENT BELHAVEN COLLEGE

BELHAVEN COLLEGE, an evangelical Christian liberal arts college, seeks a DEAN OF STUDENT DEVELOPMENT to oversee its students. A Master's in Student Development or related field required. Applications sought from those who will bring enthusiasm and commitment to developing and improving our services to students in all areas, including student academic and non-academic counseling, freshman orientation, residential life, chapel service, campus discipline, extra and co-curricular activities, and student organizations. Requires initiative and creativity stemming from substantial experience in the student development area. Send resume, transcripts, and statement of philosophy of Student Development to Dr. Dan Fredericks, V.P. and Dean, 1500 Peachtree Street, Jackson, MS 39202.

An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe —

every week in The Chronicle.

## Associate Vice Provost for Information Systems & Computing, University Services UNIVERSITY OF PENNSYLVANIA

The Associate Vice Provost for Information Systems & Computing, University Services is responsible for academic computing and auxiliary technologies including research computing, instructional computing, support for general desktop productivity tools and network communications facilities being used by faculty, staff, and students, and for technical publications and technology training programs for faculty, students, and staff. The AVP develops plans and programs identifying, implementing, and managing key technologies and technological processes essential to the academic mission of the University. The AVP reports to the Vice Provost for Information Systems and Computing.

Qualifications

Advanced degree in Information Systems, Business Administration, or related fields.

Seven to ten years' progressively responsible experience in the management of academic computing, and in university research or teaching.

Technical expertise sufficient to support research and instructional computing in a large research institution.

Ability to interact effectively with faculty, administrators, students, business officials, and other external groups. Knowledge of university, corporate and government environments.

Demonstrated achievement in proposal writing and grant development. Ability to develop and market programs and services.

Ability to communicate with diverse constituencies, and lead cooperative efforts involving faculty and staff from different departments and schools.

Send résumé, by July 10, 1992, to:

F. Buchhalter  
230A, 3401 Walnut Street  
Philadelphia, PA 19104

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## VICE PRESIDENT FOR DEVELOPMENT Greater Los Angeles Zoo Association (GLAZA)

GLAZA is seeking a Vice President for Development who will serve as the Association's chief fund-raising officer. Los Angeles Zoo GLAZA is a multi-faceted organization which supports the Zoo through international conservation programs, behavioral research studies, and educational exhibits and programs which inspire people to value the existence of all animals. The Zoo is located adjacent to Griffith Park in Los Angeles, California.

About the Position: Reporting to the position are the Directors of Major Gifts, Corporate & Foundation Relations, Membership Recruitment and the President of GLAZA.

Qualifications: Preferred are 8-10 years of fund-raising experience with demonstrated competence in direct solicitation, management of staff, work with volunteers and successful service in organizations of comparable scope and complexity, in particular, in organizations which represent a joint public/private partnership. Capital campaign experience and knowledge of good raising in charitable organizations is desirable. A bachelors degree or further education is also desirable.

Address expressions of interest or resumes to GLAZA's consultant:

Dr. Ira W. Krinsky & Ms. Paula Campbell  
Ira W. Krinsky & Associates  
Post Office Box 93127  
Pasadena, California 91109-3127  
Attn: GLAZA/VPD  
EO/AA Employer

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## Senior Vice President for Finance and Administration (and Treasurer)

Butler University invites nominations and applications for the position of Senior Vice President for Finance and Administration, reporting directly to the President. The University seeks an individual executive with senior experience in financial higher education to join the President and the Provost in the operating executive group of the University. The functional portfolio includes finance, treasury, human resources, legal services, business services, facilities planning, and plant maintenance, campus safety and auxiliary services. Specific competencies in the use of information technology in management and in quality improvement programs are expected. Importantly, the Senior Vice President will lead the resource allocation function for operating and capital requirements as part of the executive team.

Address expressions of interest or resumes to GLAZA's consultant:

Mr. Jan Turner, Secretary  
VPA/Dean Search Committee  
Whittier College  
P.O. Box 634  
Whittier, CA 90608

Whittier College is an equal opportunity employer

hour post. Send letter of résumé in duplo, Brooklyn, New York 11201.

Research/Mechanical Engineering. Research associate/director of research, computer group. To lead a group to develop

computer codes which simulate evolution of complex systems such as cyclotron/hydrodynamic effects, such as viscoelastic instabilities, etc., and extend them to include damage mechanics, statistics, DOS and UNIX. 40 hours/week, \$23,000 per annum. Send letter of interest in duplo to VPA#610, Room 301, One Main Street, Brooklyn, NY 11201.

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Research/Microbiology. Manhattan. Will conduct research laboratory and related

research on microorganisms and their influence on protein conformation and have responsibility for providing the basic knowledge of Lys and the simulation of cellular metabolism. Ph.D. in Materials Science and 5 years experience in job offered. Position requires a demonstrated record of research experience in the field of directed

synthesis, as well as a background in research work with temperature conditions with various polymers, ceramics and metal. \$33,000/year, 40

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## CHANCELLOR UNIVERSITY OF CALIFORNIA SAN FRANCISCO

The President and The Regents of the University of California invite nominations and applications for the position of Chancellor of the San Francisco campus. The appointment will be effective July 1, 1993.

The University of California, San Francisco, is one of the nine campuses of the University, and the only one devoted solely to the health sciences. It is one of the world's foremost health sciences universities. Its schools of Dentistry, Medicine, Nursing, and Pharmacy and its Division award advanced professional degrees and doctoral degrees in natural and behavioral sciences relevant to health. The campus is a clinical and research center for cancer treatment, transplantation, AIDS, and medical specialties and for research in the basic biomedical sciences. The 1991-92 student enrollment is approximately 3,750; faculty and staff number about 15,000. The campus annual budget is approximately one billion dollars.

There are three general acute-care hospitals, an Ambulatory Care Center, and the Langley Porter Psychiatric Institute which is devoted to psychiatric patient care, teaching, and research. In addition, the campus has affiliated programs in some 180 institutions throughout California.

The Chancellor is the chief executive officer of the campus and is responsible to the Regents. Within the scope of University policy the Chancellor exercises very broad delegated powers and is responsible for all aspects of campus administration. Candidates should have demonstrated experience in the administration of substantial organizations, preferably research universities, and should have a strong scholarly record. Applications, accompanied by current résumés, and nominations may be addressed to:

The President  
Attn: Search B  
300 Lakeside Drive  
University of California  
Oakland, California 94612-3550

And should be received no later than July 8, 1992, to be given full consideration.

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## The Federal Executive Institute DIRECTOR

The U.S. Office of Personnel Management (OPM) is recruiting to fill the position of Director, The Federal Executive Institute (FEI), a residential advanced study center for key Federal executives located in Charlottesville, VA. This position is in the Senior Executive Service. Salary is negotiable from \$90,000 to \$112,100. The person appointed will also be eligible for bonuses and financial awards based on performance.

The individual sought will provide executive education leadership in staff selection and development, curriculum planning and design, development and delivery of innovative teaching methodologies, and management of a residential facility for housing and feeding participating executives.

Candidates must provide evidence of strong leadership and direct experience in the administration of a public or private executive development program, a university continuing education division, or a Federal training and development operation. Desired qualifications include a knowledge of government administration and a doctorate in public administration, business administration, political science, or a closely related field.

Candidates should submit an "Application for Federal Employment," Standard Form 171, postmarked by July 18, 1992, to the address below. Copies of this form may be requested from and inquiries directed to Mark Reinhold, (202) 606-4315; please reference SES-009.

U.S. Office of Personnel Management  
Attn: SES Recruiter  
Office of Personnel, Room 1447  
1900 E Street, NW  
Washington, DC 20415

The Office of Personnel Management is an equal opportunity employer.

**Student Services Coordinator.** Provide leadership for residence life program, including orientation of new RA's and coordinate programs with Housing, Maintenance, and Food Services; serve as after-hours emergency contact; assist in developing activities programs; Master's or equivalent experience required; minimum of one year experience in residence life, food service, and maintenance. The University of North Carolina at Chapel Hill, CB 1045, 723 African American Studies, Chapel Hill, NC 27599-1045. An Equal Opportunity, Affirmative Action Employer.

**Theater Director.** Of Costumes. Position Number FA291, Mary Washington College is seeking an individual to provide academic support services to the Department of Fine Arts. The individual will serve as an independent study class in costume design and drama production with a caption committee. Will supervise the design, construction, and fitting of costumes and properties. Will teach, construct, and fit costumes. Will serve as liaison to the Fredericksburg community. Qualifications: Bachelor's degree or equivalent experience required; previous experience in costume design, production, execution and evaluation for performances in films, concerts, lectures, theater exhibits, and theater events. Negotiates contracts, coordinates schedules, maintains and personnel resources, maintains and supervises various programs. Must be willing to work evenings and weekend hours. A working knowledge and understanding of costume design, construction, and properties is required. Mary Washington College is deeply committed to affirmative action and encourages minorities and women to apply. V/T/ODD 703-899-4634, AA/EEO.

**Theatre Generalist.** A one-year, full-time position to teach undergraduate and graduate courses in student personnel services, guidance, or a related field and two years' experience in working with university student volunteers in areas such as residence halls, academic courses, and direct two plays a year. Salary area with two years' experience or dependent on education, experience, and ability. Adelphi College is an independent, coeducational college with a strong liberal arts college, with a \$42 million

## PRESIDENT UNIVERSITY OF HAWAII

The Board of Regents of the University of Hawaii invites nominations and applications for the position of President of the University of Hawaii.

Owned by an eleven-member Board of Regents, the University of Hawaii is a land-grant, research, and space-grant institution consisting of ten campuses in the chain of islands which comprises the state of Hawaii. It currently has an enrollment of over 47,000 students with an operating budget of over \$400 million dollars and attracted extensive support of \$105 million dollars in the last fiscal year.

The University of Hawaii at Manoa, the principal campus of the system, offers baccalaureate, master's, and doctoral degrees in a variety of fields including fully accredited schools of medicine and law. The University of Hawaii at Hilo is a baccalaureate campus and the College of Arts and Sciences and a College of Agriculture. The University of Waiakea Campus is an upper-division campus. The remaining seven campuses comprise the University of Hawaii Community College system.

The President is the Chief Executive Officer of the University and is responsible to the Board of Regents.

In its next President, the University seeks an individual with the following strengths:

- Ability to serve as head of a university system.
- Ability to lead the University in all of its multiple missions: open access community college; education; baccalaureate education in the liberal arts and pre-professional areas; professional education; graduate education; and research.
- Demonstrated experience in managing an enterprise at least as complex as the University of Hawaii.
- Ability to understand and work effectively in Hawaii's multicultural society.
- Ability to promote the University's growing international role, particularly Asia and the Pacific.
- Academic or intellectual preparation sufficient to earn the respect of the faculty and the community of a major university.

Nominations and applications should be sent to:

Mr. Roy T. Takeyama  
Chairperson, Screening and Advisory Committee  
Board of Regents  
University of Hawaii  
2440 Dole Street, Room 209  
Honolulu, Hawaii 96822

Applications should include a current résumé and a thoughtful letter discussing the candidate's qualifications in terms of the criteria stated above.

Applications will be reviewed commencing on August 14, 1992. Candidates whose applications are received after that date cannot be promised full consideration. The position will be filled on January 1, 1993. The University of Hawaii is an AA/EEO Employer. This search is assisted by the Presidential Search Consultation Service of the Association of Governing Boards of Universities and Colleges.

## CHANCELLOR University of California Irvine

The President and The Regents of the University of California invite nominations and applications for the position of Chancellor of the Irvine campus. The appointment will be effective on or about October 1, 1993.

The University of California, Irvine, is one of the nine campuses of the University. It has an enrollment of approximately 17,000 students, twenty percent of whom are minority and health science students. UC offers programs in a wide variety of disciplines leading to the bachelor's, master's, M.D., and Ph.D. degrees.

Located 40 miles south of Los Angeles, 5 miles from the Pacific Ocean on 1,400 acres of coastal foothills in Orange County, the campus lies amid rapidly growing residential communities and a dynamic national and multinational business and industrial complex. The UCI Medical Center, located off-campus in the City of Orange, is the major teaching hospital for the College of Medicine.

A negotiable and competitive salary plus attractive benefits, a multi-year contract, and relocation expenses are offered.

Screening begins August 15, 1992 and selection is expected by December 1, 1992. Reporting date is negotiable.

The Chancellor is the chief executive officer of the campus and is responsible to the President. Within the scope of University policy, the Chancellor行使es very broad delegated powers and is responsible for all aspects of campus administration. Candidates should have demonstrated experience in the administration of substantial and complex organizations, preferably research universities, and should have a strong scholarly record. Applications, accompanied by current résumés, and nominations may be addressed to:

The President  
Attn: Search A  
300 Lakeside Drive  
University of California  
Irvine, California 92612-3550

and should be received no later than July 1, 1992 to be given full consideration.

**AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER**

**Student Life Program Assistant.** Counselor, Union, The University of North Carolina at Chapel Hill. Assists in the training and development of student life programs, student programming committee, and Union Activities Board. Advises and directs student volunteer chairpersons and committees necessary to promote, produce, promote, execution and evaluation for programs such as films, concerts, lectures, gallery exhibits, and theater events. Negotiates contracts, coordinates schedules, monitors and personnel resources, monitors and supervises various programs. Must be willing to work evenings and weekend hours. A working knowledge and understanding of student life, student activities, and student organizations is required. Minimum of one year experience in working with university students. Qualifications and experience include an interest in student personnel services, guidance, and counseling, and a related field and two years' experience in working with university student volunteers in areas such as residence halls, academic courses, and direct two plays a year. Salary area with two years' experience or dependent on education, experience, and ability. Adelphi College is an independent, coeducational college with a \$42 million

**Theatre Generalist.** A one-year, full-time position to teach undergraduate and graduate courses in student personnel services, guidance, and counseling, and a related field for the 1992-93 academic year. Doctorate preferred, master's desired. Duties include teaching and directing experience in dramatic literature and theory. To teach undergraduate studies (academic and professional) and graduate studies (thesis and dissertation). Teach non-theatrical courses in the major and direct three major productions. Dynamic, experienced teacher-re-

## PRESIDENT

### Central Piedmont Community College Charlotte, North Carolina

The Board of Trustees of Central Piedmont Community College invites applications and nominations for the position of President of the College.

Central Piedmont Community College is an urban, coeducational evening university, dedicated to providing excellence in traditional and non-traditional educational opportunities for mature students of all racial and ethnic backgrounds. In 1990-91, the College, a facility of more than 1 million square feet located in downtown Charlotte, served approximately 39,000 part-time students through its programs offered primarily in adult and part-time faculty and staff. With a 500,000 resident service area, the College plans to expand access by developing two additional comprehensive campuses on 80-acre tracts located in high-growth areas.

CPCC, a comprehensive community college, has a record of collaboration and partnership with schools and colleges, business and industry, government agencies, and civic organizations in building community and delivering educational excellence. The continuation of this record will remain a high priority of the College.

## POSITION PROFILE

• Earned doctorate from a regionally accredited institution strongly preferred.

• Five years of successful community college senior-level administrative experience.

• Evidence of successful leadership in instruction and program development.

• Proven ability to work with schools and colleges, business and industry, local government, and community groups.

• Record of effectiveness in working with political leaders at the state and federal levels.

• Experience in facility planning and construction.

• Understanding of and experience with strategic planning, private fundraising, financial management.

• Superior communication, critical-thinking, and teambuilding skills.

• Sensitivity to the needs of a diverse campus community.

• Understanding of and commitment to the philosophy of the comprehensive community college.

Interested persons meeting the requirements of the position profile should send letters of application, including complete résumés of training and experience plus appropriate references to:

Dr. Bill Priest  
Consultant, Board of Trustees  
Central Piedmont Community College  
P.O. Box 35051  
Charlotte, NC 28233-5051

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An ACC Search

Applications should be in their letter of application how they meet the profile. Applicants should submit, in addition to the letter of application, a current résumé and five references with telephone numbers.

The search committee will begin reviewing applications in late July. The Board expects to fill the position by September of 1992.

Applications should be submitted to:

## PRESIDENT INDEPENDENCE COMMUNITY COLLEGE Independence, Kansas

The Board of Trustees of Independence Community College invites applications and nominations for the position of President of the College.

A member of the League for Innovation in the Community College and nationally recognized for instructional excellence, Central Piedmont is the largest college in North Carolina's 58-school community college system.

In 1990-91, the College, a facility of more than 1 million square feet located in downtown Charlotte, served approximately 39,000 part-time students through its programs offered primarily in adult and part-time faculty and staff.

Independence Community College has a tradition of caring about its students and is proud of the quality of its faculty.

The college seeks a visionary leader who can be both an administrator and an educator in a small town/rural environment. The successful candidate will be a servant leader who holds trust by use of excellent communication skills based upon integrity.

**POSITION PROFILE**

• An earned doctorate preferred.

• Successful senior administrative experience, preferably in a community college.

**DEMONSTRATED:**

• Understanding of and commitment to the comprehensive community college philosophy with an ability to see the "whole".

• Sensitivity to and understanding of the teaching/learning process.

• Ability to manage the allocation of financial resources, including an ability to expand alternate sources of funding.

• Ability to interact successfully with other educational entities, business and industry and governmental agencies at all levels.

• Record of effectiveness in working with political leaders at the state and federal levels.

• Ability to inspire people to join in a common vision with enthusiasm.

• Commitment to strengthening ethical values for staff, faculty and students.

**APPLICATION PROCESS**

Applicants should state in their letter of application how they meet the profile. Applicants should submit, in addition to the letter of application, a current résumé and five references with telephone numbers.

The search committee will begin reviewing applications in late July. The Board expects to fill the position by September of 1992.

Applications should be submitted to:

Madlyn DaPrest, CIPS  
President and Consultant  
Independence Community College  
P.O. Box 708, Independence, KS 67301

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An ACC Search

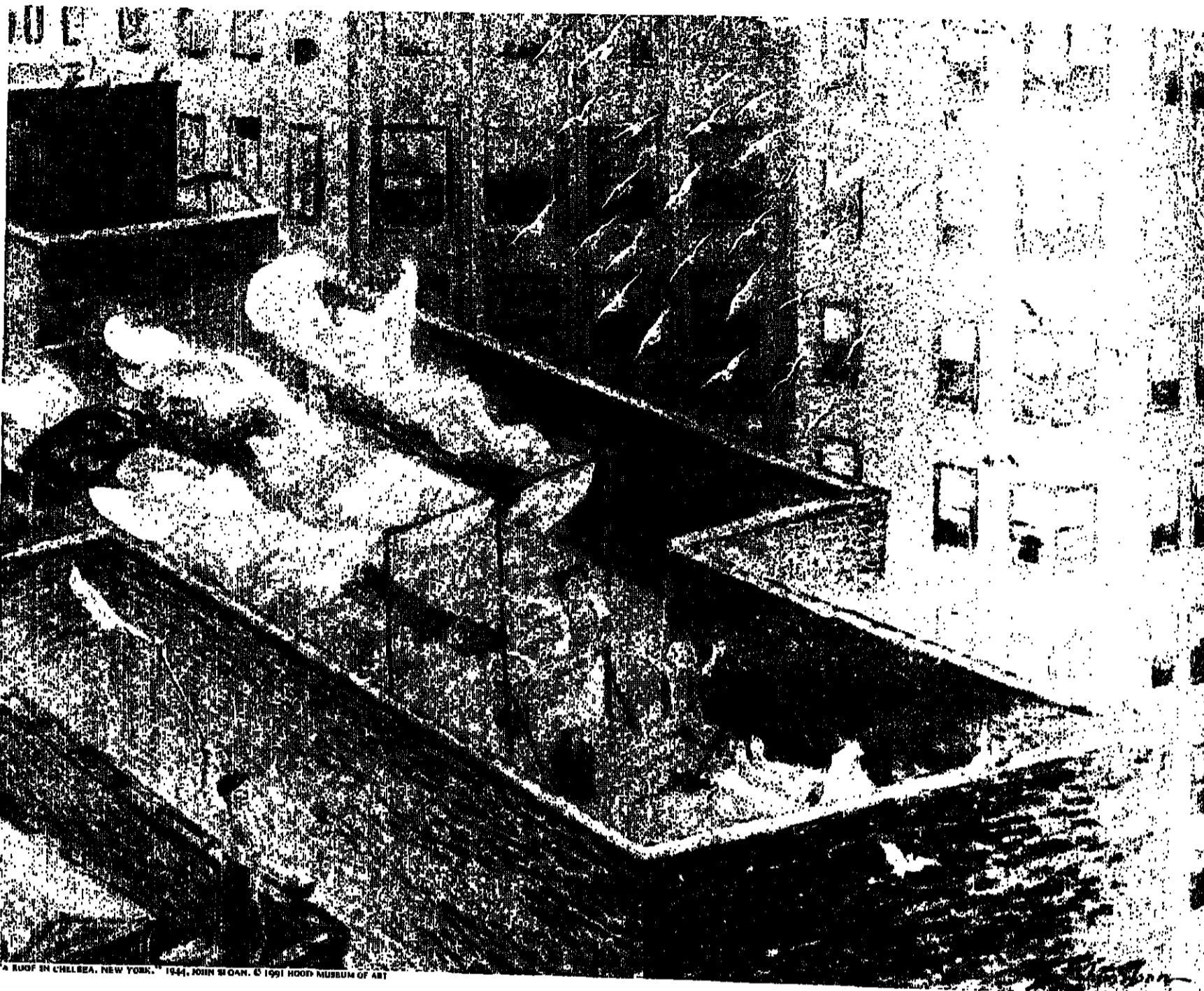
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The search committee will begin reviewing applications in late July. The Board expects to fill the position by September of 1992.

Applications should be submitted to:

Dr. Douglas C. Patterson, Chair  
Presidential Search Committee  
Troy State University System  
Adams Administration Building  
Troy, Alabama 36082

## End Paper



A BUOY IN CHELSEA, NEW YORK, 1944, JOHN SLOAN. © 1991 HOOD MUSEUM OF ART

### Street Urchins and High Rollers: the Vitality of New York

**A** GREAT CHAMPION of urban imagery in this century was Robert Henri, who gathered about him a group of artists—many of them newspaper illustrators-turned painters—who came to be known as the "Ashcan School." Reacting against the rigid discipline of the academy and what they perceived as a prevailing atmosphere of imitative aestheticism, Henri and his admirers, including John Sloan, William Glackens, George Luks, Everett Shinn, and George Bellows, sought to capture the immediate vitality of their New York surroundings, from tenements and street urchins to night clubs and high rollers. Whether avowed Socialists, like Henri and Sloan, or merely sympathetic to progressive politics, these urban realists shocked both the art world and the public at large with what was considered revolutionary, or at best plebeian, subject matter, painted in a summary, sketch-like manner that recalled the styles of Hals, Velásquez, and Manet.

In retrospect, the urban imagery of the Ashcan School appears remarkably upbeat, especially when compared to

the work of the Social Realists in the 1920's and 1930's, or the turn-of-the-century documentary exposés of urban slums and factory life by photographers Jacob Riis and Lewis Hine. John Sloan and others occasionally created politically charged illustrations for the Socialist publication, *The Masses*, for which Sloan served as art editor from 1912 to 1916, but for the most part he and his colleagues sought to portray the lower classes in the most sympathetic and agreeable manner possible. Sloan's empathy for the poor was based on his belief that they were, despite their hardships, a happier and more admirable lot than the rich, whom he generally cast in an unflattering, satirical light.

"Picturing New York: Images of the City, 1890-1955," a selection of 82 paintings, prints, photographs, and drawings, including works by Alfred Stieglitz, Edward Hopper, and John Sloan, will be at the Hood Museum of Art at Dartmouth College through June 21.

The text above by Barbara J. MacAdam, curator for American art at the Dartmouth College.

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### Government & Politics

more borrowers to default on student loans have been fueled by a research report from the Pennsylvania Higher Education Assistance Agency.

#### 57% More Defaulters Than Expected

Jerry S. Davis, the author of the report and the agency's vice-president for research and policy analysis, examined defaulted loans handled by the agency from 1988 through 1991. He used the first three years to predict what defaults should be in 1991, and found that 57 percent more people had defaulted than he had anticipated—at a cost of \$2-million.

"Because the number of actual defaulters was so much higher than the number expected, it is certain that the recession contributed mightily to increased defaults," Mr. Davis wrote in the report.

Officials at other guarantee agencies said they also had seen more defaults because of the recession. Daniel S. Cheever, Jr., president of the Massachusetts Higher Education Assistance Corporation, said the increase was primarily among students at trade schools and two-year colleges. "The problem is basically one of an economy that can't absorb people whose career choices are limited," he said.

#### Many Didn't Get High-Paying Jobs

A. Dallas Martin, Jr., president of the National Association of Student Financial Aid Administrators, said he was not sur-

**A federal official acknowledged that many campuses had had shortages in their work-study programs. "The moneys are not going as far as they may have in previous years."**

prised by the reports of recession-related defaults. While many new graduates are protected by a deferment that allows them to put off repaying their loans while they're unemployed, some employed people are having problems, he said.

"There are people out there feeling the crunch," Mr. Martin said. He said many borrowers had not landed the higher-paying jobs that they had hoped to get when they took out the loans, and that others had had their salaries reduced or their hours cut back.

An Education Department official said last week that he stood behind the department's prediction of \$3.4-billion in defaults this year because the estimate had included the recession as a factor. Larry Oxendine, director of policy and program development for student-aid programs, said the number of defaults so far this year had been consistent with the estimate. "I don't see any big bulges in defaults," he added.

#### New Congressional Limits Feared

Many student-aid officials hope the department was correct in its estimate. They fear that a rise in defaults above \$3.4-billion could cause Congress to place new limits on the loan programs that could hurt needy students.

If defaults exceed the estimate, Mr. Martin said, higher-education officials should make it clear to the news media and to lawmakers that the bad loans are recession-related. Lawmakers must realize that people "just can't pay," Mr. Martin said, and that the defaults are not the result of deadbeats "thumbing their noses" at the government.

### NIH Chief Angers Advocates of Bill for Research on Women's Health



JOHN GIEBEL  
Rep. Patricia Schroeder criticized Ms. Healy's opposition to the bill's provisions: "We felt double-crossed."



RONALD BLOOM  
The NIH's Bernadine P. Healy, wrote to the HHS Secretary: "I believe that the section on women's health is unnecessary."

By STEPHEN BURD

WASHINGTON

The director of the National Institutes of Health angered some of her strongest supporters recently when she opposed provisions in an NIH reauthorization bill that aim to improve research on women's health.

"I think she has burned some bridges," said one Congressional aide. "I don't think this is being looked at as a trivial matter. The Congresswomen who support this bill were really surprised and disappointed, and some were really angry."

Since becoming director of the NIH a little more than a year ago, Bernadine P. Healy has been celebrated for her leadership in women's health. But just a week before a vote on the bill in the House of Representatives, she wrote a letter to Louis W. Sullivan, Secretary of Health and Human Services, that questioned the need for more legislation to promote research on women's health.

She wrote: "The highly intrusive language of the bill micromanages some of NIH's important research programs. I believe that the section on women's health is unnecessary."

#### Introduced Health Initiative

As NIH director, Dr. Healy has introduced the Women's Health Initiative, a 14-year, \$500-million longitudinal study on women's health that will look at cancer, cardiovascular disease, and osteoporosis in women. In addition, she has pushed for spending increases for research on diseases that strike women.

Johanna Schneider, a spokeswoman for Ms. Healy, said the NIH director was in agreement with "the spirit of the bill, and she agrees with all of the objectives. It's just the means they would use to achieve them that she objects to."

Proponents of the bill say that the provisions on women's health are necessary to insure that women's health issues are taken seriously at the NIH. They acknowledge that the NIH has already established a women's health office and is trying to include more women and members of minority groups in clinical trials. But, they say, an unfriendly Administration could always shut down the office or be lax about including those groups in drug trials if these provisions were not written into the law.

Opponents of the bill, including Dr. Healy, say that enforcing the provision that would be needed to override a promised veto from President Bush. In the Senate, the bill passed by a veto-proof majority, 85 to 12, last week.

The bill would make permanent an Office of Research on Women's Health at the NIH, require the inclusion of women and members of minority groups in clinical research supported by the agency, and increase support for research on diseases like breast cancer, ovarian cancer, and osteoporosis.

Rep. Patricia Schroeder, a Colorado Democrat who is co-chair of the Congressional Caucus for Women's Issues, said: "We felt double-crossed. She has come for our help when [Michigan Democratic Rep.] Dingell has been on

her case; she has come to us for more funding, and we always did it; and she has told us how great all these women's-health goals are; and the next thing we know everyone was running around with this letter."

Ms. Schroeder added that the Congresswomen, angered because they had not been consulted before the letter became public, have refused an invitation to meet with Dr. Healy to discuss the matter.

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differently from other research subjects.

In a separate letter to Dr. Sullivan, Dr. Healy said that checking for differences between ethnic groups and men and women would necessitate increasing the size of clinical trials 5 to 10 times. She wrote that the large expenses associated with increasing the trial sizes "would greatly hamper our ability to conduct clinical research."

Supporters of the women's-health provisions said Dr. Healy had overlooked certain clauses in the bill that would allow the NIH director to waive the requirement if she found it scientifically unnecessary to a particular project. The bill states that women and minority-group members would not have to be included as subjects in clinical trials if their inclusion was found "to be inappropriate with respect to the health of the subjects, inappropriate with respect to the purpose of the research, or is inappropriate under such other circumstances as the director of NIH may designate."

A Congressional aide said, "The bill contains immense flexibility by including very broad exceptions."

#### 'A Little Suspicious'

Representative Schroeder said she could not understand why Dr. Healy should object to the provisions on clinical trials and to setting up the Women's Health Office, since NIH officials claim they are pursuing these goals. "If they are going to do this, why are they so upset then if we pass a bill saying we must do this? That makes me a little suspicious," she said.

Supporters of the legislation said that political pressure from an Administration opposed to the bill had forced Dr. Healy to take the stand she took.

Said Caroline Head, assistant director for the program and policy at the American Association of University Women: "She's in the executive branch as a federal appointee, so she's being put in a very difficult position. She has always been very supportive of needs of women's health issues, but she is not free to go up against the President."

Added Rep. Louise Slaughter, a New York Democrat: "She has made it clear that when it comes to the health of women, her politics are more important to her."

## Colleges Question Their Role in President's School-Reform Effort



BILL STOVER FOR THE CHRONICLE

*Continued From Page A19*  
ment. Many colleges have joined the local programs.

Over the last year, Administration officials have been pushing colleges to get involved in America 2000. "It's no longer sufficient for colleges and universities to bemoan the quality of student entering their doors while insisting the problem is someone else's," Ms. Reid-Wallace told the Association of Colleges and University Offices in January.

For their part, colleges say it is unfair for the Administration to criticize them when they have never been told exactly what their role is supposed to be. For example, they note that the original America 2000 document, which was introduced by President Bush in April 1991, all but ignored higher education.

"Universities really don't know how to participate," says John I. Goodlad, the director of the Center for Educational Renewal at the University of Washington. He attributes the confusion to America 2000's being "political," "Bush/Alexander/Department of Education venture" that is simultaneously a call for local action. The problem, he says, is that "the national movement and the grassroots movement don't connect."

### Conflicting Sets of Rhetoric

James M. Cooper, dean of the Curry School of Education at the University of Virginia, says the confusion results from two conflicting sets of rhetoric. At the national level, America 2000 speaks in terms of a "crusade" to "unleash America's creative genius" to create new, "break the mold schools." But at the local level, he says, "the 15,000 school districts don't see that they have to scrap their systems."

Mr. Cooper adds that many universities

Henry Givens, Jr., president of Harris-Stowe State College: "The money is going to have to be thrown into teacher-education programs."

## Heated Exchange of Letters in Congress May Signal Nasty Battle to Come Over Supercollider

By KIM A. McDONALD

WASHINGTON

If the letters circulating through the House of Representatives are any indication, this year's battle over the Superconducting Supercollider may be the nastiest yet.

The fireworks began last month when Rep. Sherwood L. Boehlert, a New York Republican, sent out a handful of "Dear Colleague" letters to lawmakers ridiculing the \$8.25-billion project and its sponsors' claims that it was "on time and under budget," the Texas Congressman wrote. "After reading Mr. Boehlert's *Reader's Digest* condensed version of the hearing, we wondered if we were all in the same room."

That didn't stop Mr. Boehlert, who has continued to produce a steady stream of letters—averaging two to three a week—offering other reasons why lawmakers should kill the project.

In "Jaws 8.25: Revenge of the ssc," he says the project "threatens to swamp the Department of Energy's high-energy physics budget" and will eat into the annual support for national laboratories. A caricature of a shark, labeled ssc, is shown eating three cartoon drawings of fish, representing the Stanford Linear Accelerator Laboratory in Palo Alto, Calif.; the Brookhaven National Laboratory in Upton, N.Y.; and the Fermi National Accelerator Laboratory in Batavia, Ill.

**'On Time and Under Budget'**

In a letter entitled "ssc Opponents: Off Base and Selectively Under-Educated," Rep. Joe Barton, a Republican, and Rep. Pete Geren, a Democrat, say Mr. Boehlert's contention that a Congressional hearing had shown that the project was facing delays and cost overruns is not true. "Much to the chagrin of opponents of the ssc, it is indeed 'on time and under

budget,'" the Texas Congressman wrote. "After reading Mr. Boehlert's *Reader's Digest* condensed version of the hearing, we wondered if we were all in the same room."

And in "The Albanians Are Coming," Mr. Boehlert ridicules an announcement last month by an Energy Department official that Albania may contribute \$30-million to the supercollider's construction.

This contribution, combined with the firm ten million dollars from India, leaves the project just \$1.65 billion away from the goal of foreign participation," Mr. Boehlert wrote. "Another domino falls in the ssc foreign contribution juggernaut. First came India. Now Albania. What's next? Papua-New Guinea? Vanuatu? Burkina Faso?"

### Supporters Are Not Amused

An aide to Mr. Boehlert said the humorous nature of the letters had attracted the attention of many lawmakers' legislative directors, some of whom have called with promises to oppose the project this year.

In "The Numbers Change (But the rhetoric remains the same)," Mr. Boehlert reminds his colleagues that in 1987, when the supercollider was estimated at \$4.4-billion, Energy Department officials claimed it was "probably the best analyzed project" in terms of knowing "how much it's going to cost."

In "The ssc Lottery: Congratulations, Your State May Have Already Lost," Mr. Boehlert calculates the amount each state

### Government & Politics

are encouraging local schools to adopt revolutionary changes, but quite often school boards, principals, and parents "tend to be a bit conservative." The key to successful cooperation is for the universities to "figure out where the local schools are and how far they're ready to go."

He also suggests that while most people support the six goals, many colleges and universities may be shying away from America 2000 because they see it largely in partisan terms. "If you were to ask what American colleges and universities are doing to achieve the goals, then I think virtually

**"Very little if any of the financing of higher education is dedicated to supporting elementary and secondary education."**

ally every college and university could talk about efforts they're making."

College officials also say they are wary of involvement in America 2000 because the goals themselves are contradictory and flawed. "If you want high levels of understanding, you can't have endlessly broad learning goals, too," says Frank B. Murray, dean of the College of Education at the University of Delaware.

Mr. Murray is not alone in arguing that national tests, which are part of America 2000's strategy to measure how students are progressing toward the goals, may actually inhibit the sort of active thinking that educators hope to foster. "We want students to ask questions and be problem-solving-oriented," says Marilyn Guy, the chair of the education department at Concordia College-Moorhead. "The tests are paper-and-pencil knowledge-oriented."

Beyond confusion over the nature of the goals, there is uncertainty as to what constitutes an America 2000 program. Some educators suggest the Administration is

ment newsletter, the grant is described within the context of America 2000, but the program has existed—at the University of Illinois—for the past 15 years.

A number of educators also draw attention to what they consider another oversight of America 2000—teacher education.

"There hasn't been any recognition of the need for teacher training," says Ms. Guy of Concordia College, who is also president of the American Association of Colleges for Teacher Education. She says more emphasis should be placed on continuing education to keep teachers and "our teacher-education force current and engaged with colleges and universities."

### Money 'Certainly Is Important'

Henry Givens, Jr., president of Harris-Stowe State College, agrees that true reform of the nation's schools requires that teacher education be made "a top priority" and that America 2000 must play a financial role in that process.

In anticipation of that action, 52 lawmakers, including Mr. Boehlert, recently sent a three-page letter to Rep. Tom Bevill, Democrat of Alabama and chairman of the House Appropriations subcommittee with jurisdiction over energy-research programs, asking him to end federal support for the project.

"The money is going to have to be thrown into teacher-education programs" and, given the financial condition of the states, "the initiative is going to have to come from the federal government," Mr. Givens says. "I am not saying money is everything, but it certainly is important."

Leaders of historically black colleges, like Harris-Stowe, have been particularly adamant on the need for money to carry out education reform. At a February meeting of the President's Board of Advisers

### Government & Politics

trying to make the strategy appear more substantial than it is by repeatedly citing programs that were up and running before America 2000 started—without funds from it—as part of the effort. In fact, the Education Department issues a steady stream of press releases linking existing projects to America 2000.

William C. Kerby, for instance, is an economics professor at California State University at Sacramento and the director of a tutoring and counseling partnership between university students and two inner-city high schools in West Sacramento. His program is cited in an America 2000 newsletter as an important initiative toward achieving the education goals. But Mr. Kerby says he never thought he had any tie to America 2000. "You will not find America 2000 mentioned in the proposal to the Education Department, all 180 pages of it," he says.

The Education Department does finance the program, but through its long-standing School, College, and University Partnerships Program, not America 2000. Mr. Kerby says the state was unable to offer any support and that efforts to solicit private gifts also failed. Secretary of Education Lamar Alexander has responded to such criticism by contending that America 2000 is a strategy rather than a "program" and that it encompasses all of the department's activities.

The department's Office of Educational Research and Improvement awarded \$7.7-million this year to the University of Georgia and the University of Maryland to jointly establish a National Reading Research Center. In an Education Depart-

ment newsletter, the grant is described within the context of America 2000, but the program has existed—at the University of Illinois—for the past 15 years.

When Mr. Goodwin was fired, black-college presidents worried that his dismissal was a sign that the Administration's commitment to black colleges was waning. But some black-college supporters say the appointment of Ms. Morrison is a sign that the colleges remain firm.

"I have not an iota of doubt that Attorney Morrison will be able to execute her responsibilities with high competence, skill, and political effectiveness," said Milton A. Bins, a member of the black-college advisory board and vice-president of strategic planning for Wasatch Education Systems.

Mr. Bins was executive director of the black-college office for a short time in 1982.

"The presidents are primarily interested in competence and in whether you can deliver," he said.

**"I Don't Expect Very Much".**

But a black-college lobbyist said he wondered whether Ms. Morrison, because she lacked higher-education experience and was not widely known by black-college presidents, would be effective. "I don't expect very much," he said.

However, he conceded that many people who were initially apprehensive about Mr. Goodwin's leadership were satisfied by the end of his tenure that he had been a strong advocate. "Once he got grounded, he proved to be a very capable individual. So if the executive director is the schools' best interest at heart, and if the person is not just working for Dr. Reid-Wallace, it may work out."

Said Mr. Cheek, who met Ms. Morrison when she was with the Reagan Administration: "She has knowledge of our institutions and she has a concern about their welfare. Those things are as important as any kind of direct experience."

### June 10, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A23

proposals at most. And only about half of those will receive second-round grants to actually carry out the strategies they design. NASIC hopes that the other 656 proposals will seek support from local businesses and philanthropies as well as state and local governments. Officials there expect to announce the winning proposals within the next six weeks.

#### \$500-Million for New Schools

The second source of financing associated with America 2000—and the main financial commitment made by the Administration—is the proposal to spend about \$500-million to create 535 New American Schools, one in each Congressional district plus two more in each state. The proposal was voted down by the Senate earlier this year.

Many educators, including those who otherwise support America 2000, are skeptical about the proposed distribution of the 535 schools and the difference they can make. "It's a political way of calling attention to the issue," says Blenda J. Wilson, chancellor of the University of Michigan

at Dearborn and chair of the American Association for Higher Education. "I don't think it can be perceived as a solution."

Ms. Reid-Wallace takes exception to virtually every criticism made by the higher-education officials. She says there is no contradiction between a rhetoric of reform and a rhetoric of revolution because changes are based at the community level, where they are tailored to specific needs. She says that America 2000's focus on rigorous testing does not contradict the goal that students achieve the ability to think and understand.

She says it is "absurd" to argue that America 2000 is a partisan effort because it is based upon agreement on the value of the education goals and because the party in power "serves all the people."

Finally, she suggests that the reluctance of many university educators to join in America 2000 stems from a fear of change. "Whenever a revolution occurs, there are people who are reluctant to embrace the ideals and goals and objectives," she says.

## Republican Lawyer Is Picked to Head White House Black-College Office

*Continued From Page A19*

N. Joyce Payne, director of the Office for the Advancement of Black Public Colleges at the National Association of State Universities and Land-Grant Colleges, said Ms. Morrison would be judged by the concrete steps the office takes to help black colleges, and her ability to include all black-college presidents in her efforts.

"The initiative, rather than simply produce reports about the kinds of dollars

that have gone to black colleges, should attempt to change the pattern of funding," Ms. Payne said. "We're long overdue in terms of sustainable development. We have to make the colleges an investment issue."

Any new leader, Ms. Payne added, should press to move the office from the Education Department to the White House to give it "much more visibility and greater clout."

## WASHINGTON ALMANAC

### In Federal Agencies

Federal contracts. The Office of Management and Budget has proposed rules to monitor how educational institutions allocate federal funds that they receive by contract or subcontract. The proposal comes in response to investigations of some institutions suspected of misappropriating federal funds. Comments must be received by August 3 (*Federal Register*, June 2, Pages 23, 189-99).

also require that job-training programs, such as those offered by community colleges, be certified to receive federal funds. By Representative Goodling (R-N.Y.) and 2 others.

### SENATE

International exchange. S 277 would establish an exchange program with the nations of the former Soviet Union to bring high-school, college, and graduate students as well as businesspeople to the United States. By Senator Bradley (D-N.J.) and Senator Kerrey (D-Neb.).

Science education. S 267 would amend the Higher Education Act to encourage more female and minority students to enter mathematics and science. The bill would authorize new programs for high-school and college students and for faculty members. By Senator Cranford (D-Cal.) and seven others.

Space research. S 277 would establish within the National Aeronautics and Space Administration an Experimental Program to Stimulate Competitive Research. Like other ESRP programs, the new program would provide grants to states that do not receive many awards through merit review, so that the states could improve their research programs. By Senator Hollings (D-S.C.) and 13 others.

Taxes. S 277 would extend for 18 months certain tax provisions, including the tax-exempt status of charitable gifts of appreciated property and benefits available for continuing education. By Senator Danforth (R-Mo.) and 11 others.

Teacher education. S 274 would create a tax deduction for high-school mathematics and science teachers to return to college for further training, and for professionals in math and the sciences who decide to teach. By Senator Sanford (D-N.C.).

Veterans' education benefits. S 273 would, in part, make permanent two vocational-rehabilitation programs, one for seriously disabled veterans and one for certain veterans who receive pensions. By Senator Cranford (D-Cal.) and 12 others.

Veterans' education benefits. S 274 would establish a program to reimburse businesses for some of the costs related to hiring and training certain recently discharged, disabled veterans. By Representative Penny (D-Minn.) and 12 others.

Vocational training. S 278 would establish a non-profit organization to foster partnerships between businesses and high schools for vocational-education programs. By Senator Breaux (D-La.) and Senator Boren (D-Okl.).

# COMINGS AND GOINGS AN EVEN MORE USEFUL EDITION OF EVENTS IN ACADEME

You'll want to save this extraordinarily useful compendium of forthcoming meetings, conferences, seminars, and other noteworthy events in higher education. This fall's edition will be more useful than ever. In addition to the comprehensive listings, you'll find articles on how successful meeting planners work (and sometimes stumble); on academic travel in Eastern Europe; and on "how conventions help us celebrate the comingings and goings in our lives that give special delight, special pain." Don't miss this pull-out special—in The Chronicle's August 5 issue.

## Be sure to reserve advertising space.

To call extra attention to the events you sponsor, you're invited to insert an advertisement in this special section of The Chronicle. Deadline for space reservations and materials: Friday, July 17. Phone our Display Advertising Department today: (202) 466-1080; ask for Gina Hill.

The listing of events in the news columns of this special supplement is free, and information for inclusion in those columns is welcomed for consideration by the editors.

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## STATE NOTES

- North Carolina may tap student-loan fund for air-cargo facility
- Judge orders lower fees for alien students in Cal State system
- California voters endorse \$900-million bond plan for colleges

North Carolina may use a portion of a \$90-million student-loan fund to invest in an air-cargo facility.

The General Assembly this year gave State Treasurer Harlan E. Boyles permission to invest up to \$25-million from the fund in the state's Air Cargo Airport Authority. The authority is to use the money for land acquisition and other start-up expenses, and repay it with interest.

The fund is normally used to provide loans for state residents who attend University of North Carolina system institutions or community colleges.

"Since the authority is new, it would be difficult for them to find investors," Mr. Boyles said.

But some people have expressed concern about the arrangement.

College officials said voter support of the bond measure was hurt by the effects of the recession on the California economy. "These are such difficult times that this is a real victory to be savored," said Warren Fox, executive director of the California Postsecondary Education Commission.

The bond measure will pay for new classrooms and laboratories, modernization of existing facilities, and improvements to meet earthquake-safety standards in buildings in the University of California, Cul-

lins' lower fees, should remain, in light of conflicting decisions. Two years ago a Los Angeles Superior Court judge ordered undocumented immigrant students attending UC and the community colleges to pay non-resident fees. That ruling was upheld by a California Court of Appeal, and the state Supreme Court let it stand last year.

—JACK McCURDY

By a slim margin, California voters last week approved \$900-million in general-obligation bonds for building and maintenance projects at the state's public colleges.

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The money will be divided equally among the three systems.

Many campuses in the system are now overcrowded. The systems together enroll about 1.9 million students and are expected to increase their enrollments by about 700,000 by 2005.

—J.M.

### Briefly noted

■ A bill to merge two Baltimore branches of the University of Maryland System into a single research institution died in the General Assembly. The measure failed after the president of the State Senate, Thomas V. Mike Miller, Jr., said he opposed the merger because the state did not have enough money to support another research institution when the existing one, College Park, was already struggling under state budget cuts.

■ A new Oklahoma law shifts authority for Cameron University from Oklahoma Agricultural and Mechanical Colleges to the University of Oklahoma. The changes designed to reflect the changing mission of the institution, where fewer than 200 of the 6,000 students are now interested in agricultural degrees.

■ After those developments, the campus took the unusual step of closing the books on the campaign.

■ It was a big decision," says Elizabeth H. King, Wichita State's vice-president for university advancement since August. "But we weren't getting out of the campaign mode. We were just regrouping and changing directions."

The campaign raised a total of \$130-million in gifts and pledges. Deferred gifts accounted for 53 per cent, or \$68.9-million, of the total, while cash gifts and gifts-in-kind accounted for about 47 per cent, or \$61.1-million.

Now a new fund-raising team is planning another campaign, to be announced in a few years, and faculty members are helping with the plans. In addition, some types of deferred gifts will be counted differently.

Wichita State plans to follow guidelines for campaign accounting that were proposed by several fundraising and business groups. The Council for Advancement and Support of Education released the standards (*The Chronicle*, November 27, 1991). Until then, no clear set of rules had existed for how campuses should count campaign gifts.

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A Quality Approach to Moving Professionals  
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After abandoning a foundering capital campaign, Wichita State University is making changes in how it counts the money it raises.

In December, the Wichita State University Endowment Association—the campus's fund-raising arm—shut down a nine-year, \$300-million drive. The drive had first been announced in 1987 as a five-year, \$100-million effort. By 1990, the drive looked so promising that Wichita State raised its goal and extended the campaign to 1996.

But the effort hit rocky times.

Professors charged that fund raisers were inflating campaign totals by counting certain deferred gifts, including bequests and trusts, that would come to the campus after the donor had died.

When professors wanted to know more about how the campaign was being run, the university's Endowment Association refused to release its records. The campaign lost even more momentum with the departure of two key fund raisers.

"We found it difficult to get even elementary questions answered about what they were doing," says A. J. Mandt, associate professor of philosophy.

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Under the new guidelines, for example, if a donor under 65 promises a gift to the university in his will, the university won't count the gift in its campaign.

Wichita State officials applaud the guidelines for helping to clear up confusion. "It's absolutely critical that we begin to self-regulate our own profession," says Ms. King. "This document is the first step in that direction."

## Business & Philanthropy

### 91 Colleges May Be Required to Help Pay for Cleanup of 2 Hazardous-Waste Sites

Environmental Protection Agency tells institutions of their potential liability under Superfund law

By DEBRA E. BLUM

Ninety-one colleges and universities may be asked by the federal government to help pay for the cleanup of one or two hazardous-waste sites in Louisiana.

The institutions are among more than 500 groups identified by the U.S. Environmental Protection Agency as potentially responsible for waste disposed of at the Marco de Iota and Hillside Dump sites in Louisiana.

The EPA is calling for the immediate removal of all the drums and containers of waste that have been improperly stored at the sites and present a threat of fire, explosion, release of toxic fumes, or contamination of ground water. The containers need to be separated according to the material they contain and, in some cases, repacked and disposed of elsewhere, the EPA has determined.

**Initial Cost of \$3-Million**

The immediate cleanup at both sites will cost approximately \$3-million, according to an EPA spokesman, who added that it was too early to tell whether further cleanup at either site will also be necessary. The



The EPA has identified two sites in Louisiana for cleanup under the Superfund law.

average cost of long-term cleanups directed by the EPA is \$26-million.

The colleges and universities received letters from the EPA in April, notifying them of their potential liability at the two sites and requesting information about the institutions' waste disposal.

Many of the institutions contacted the American Council on Education, which

since 1977 has been helping a group of 50 colleges settle EPA claims against them for the cleanup of a low-level radioactive waste-disposal site in Kentucky. Paul G. Wallach, a lawyer for the colleges in that case, said that several utility companies, which were the major generators of waste at the site, had begun to clean the area and that the cost might be as much as \$40-million. Depending on the quantity of waste that a college sent to the site, he said, it could pay as little as \$7,000 or as much as \$425,000.

#### Many Did Not Know

Mr. Wallach represents more than 20 of the higher-education institutions involved with the Louisiana sites. He said it was impossible to tell how much of the cleanup bill the universities might have to assume.

Most of the universities did not even know that their waste was being sent to Louisiana, Mr. Wallach pointed out. In many cases, he said, the institutions have records indicating they sent their waste to other dump sites. They are now finding out, he said, that their waste might have

*Continued on Following Page*

### Millionaires Gave Less of Their Earnings to Charity in the 1980's

By JULIE L. NICKLIN

The nation's wealthiest people gave less of their earnings to charity in the 1980's, a study has found. But charities didn't feel the impact, because the number of wealthy givers actually increased.

The findings are expected to fuel debates among fund raisers over whether the wealthy are giving as much as they can and whether tax-law changes in the 1980's slowed donations.

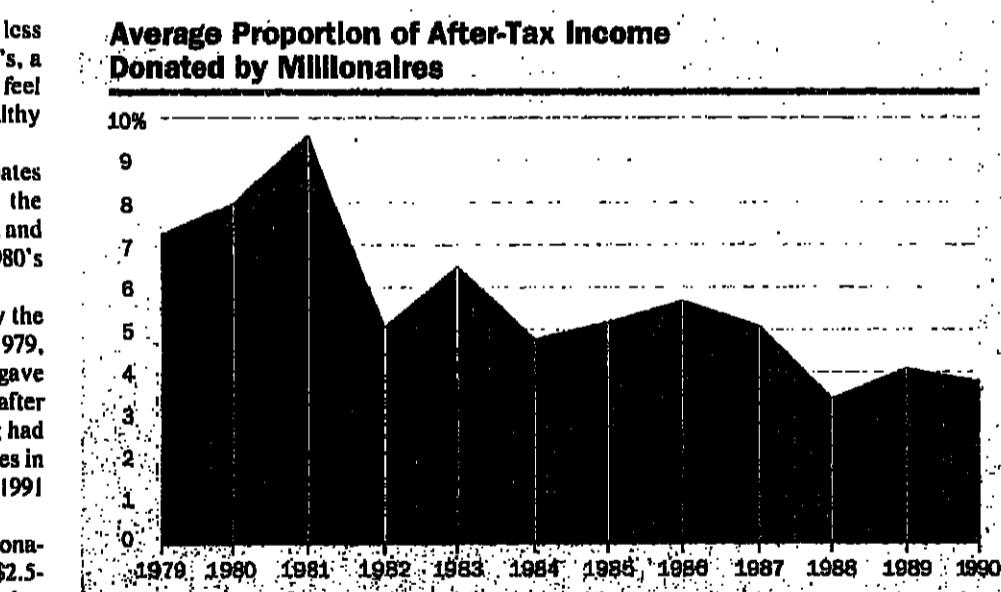
A report of the study, conducted by the Treasury Department, says that in 1979, people who earned at least \$1-million gave more than 7 per cent of their income after taxes to charity. By 1990, their giving had dropped to less than 4 per cent. (Figures in the report were calculated in constant 1991 dollars.)

Yet during the same period, total donations by millionaires increased from \$2.5 billion to \$4.1 billion, the report says, because the number of individuals in that tax bracket grew. The findings also show that the tax-law changes had less effect on giving than had been predicted.

#### Impact of Tax-Law Reforms Studied

The report, "The Effects of Tax Reform on Charitable Donations," was written by Gerald E. Auten, James M. Clike, and William C. Randolph, economists in the Treasury Department's Office of Tax Analysis. The report will appear in the September issue of *National Tax Journal*.

The study examines charitable giving over the past decade to determine the impact of tax-law reforms in 1981, 1984, and 1986. Many policy makers and fund raisers



had feared that the changes—which made it more costly to give—would cause donations to drop considerably. Treasury officials say that giving accelerated the year before each change went into effect as donors tried to get the maximum deduction. And a drop occurred in the year after each change.

In a similar study, Gabriel and Shirley Rudney looked at charitable giving by the wealthy and also concluded that average giving had declined in the 1980's. But the authors say that the generosity of the wealthy is split between two groups—"the relatively few who give a lot and the many

who are not generous at all." Mr. Rudney is a retired U.S. Treasury official who has been an economist at Yale University and the Brookings Institution. Ms. Rudney is a writer.

#### Average Fell to \$83,929

A report of their study, "Generosity of the Wealthy: Facts and Speculations," says that average annual charitable giving by millionaires dropped 60 per cent from 1980 to 1989, from \$207,089 to \$83,929. Yet total charitable contributions by millionaires increased more than five times during

*Continued on Following Page*

## Millionaires Gave Less of Earnings to Charity in 1980's, Study Finds

*Continued From Preceding Page*  
the same period, rising to \$5-billion from \$900-million.

The report suggests that the increase in total contributions can be attributed to the increase in the number of millionaires from 1979 to 1990.

According to the report, the number of taxpayers reporting income of more than \$1-million grew to 60,000 from 4,300 over the decade, a 14-fold increase.

### No Background of Giving

The Rudnys' report will be published in a forthcoming *Giving USA Update*, a newsletter of the American Association of Fund-Raising Counsel Trust for Philanthropy in New York.

Some college fund raisers say

## Hughes Medical Institute Makes Awards for University Math and Science Programs

BETHESDA, MD. The Howard Hughes Medical Institute has awarded \$52.5-million to 42 universities in an effort to keep American students competitive in science and mathematics.

The five-year grants are the fifth round in the institute's undergraduate-science program and range in size from \$1-million to \$2-million. They will support student research, faculty development, curriculum and laboratory development, and pre-college and outreach programs.

The institute established the biological-sciences program to help enhance undergraduate education and research in biology, chemistry, physics, and mathematics at American colleges and universities. Institute officials said that science often lost out to more exciting or financially rewarding fields as stu-

dents made career plans. "Given a chance to see science for what it is, many students will find it stimulating and challenging enough to consider pursuing a research and teaching career," said Joseph G. Perpich, vice-president for grants and special programs.

### \$256.5-Million Commitment

The Hughes institute has awarded \$175.5-million since 1988 to support undergraduate science education and plans to award an additional \$81-million over the next three years to a new undergraduate project. Awards will go to public and private comprehensive and liberal-arts institutions in 1993 and to research and other doctorate-granting universities in 1994 and 1995. Those awards will bring the institute's commitment to the program to \$256.5-million.

—LIZ MCMLLEN

### 42 Institutions Awarded Hughes Foundation Grants

Arizona State U.	\$1,500,000
U. of California, San Diego	\$1,000,000
Calif. Inst. of Tech.	\$1,000,000
Georgia Tech	\$1,000,000
Harvard U.	\$1,000,000
Massachusetts Inst. of Tech.	\$1,000,000
Michigan State U.	\$1,000,000
North Carolina State U.	\$1,000,000
Penn State U.	\$1,000,000
Rensselaer Polytech. Inst.	\$1,000,000
Stanford U.	\$1,000,000
University of Texas at Austin	\$1,000,000
University of Washington	\$1,000,000
University of Wisconsin	\$1,000,000
University of Wyoming	\$1,000,000
University of Michigan	\$1,000,000
University of Minnesota	\$1,000,000
University of Oregon	\$1,000,000
University of Pennsylvania	\$1,000,000
University of Texas at San Antonio	\$1,000,000
University of Wisconsin-Milwaukee	\$1,000,000
University of Wisconsin-Madison	\$1,000,000
University of Wisconsin-Stevens Point	\$1,000,000
University of Wisconsin-Whitewater	\$1,000,000
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## Interest Grows in Agriculture, but Farming Is Not the Attraction

*Continued From Preceding Page*  
has already had to turn away about 1,800 applicants because of space limitations.

■ At the University of California at Davis, the number of students enrolling in the College of Agricultural and Environmental Sciences grew from about 4,300 in 1981 to about 5,000 in 1991. Most of the enrollment growth has been in agriculture majors tied to business and the environment.

Some job-placement officials in schools of agriculture say that despite all the areas in which agriculture majors can work, it is still difficult for students to escape the farming stereotype associated with the major. "When people hear 'ag major' they expect you to have manure on your boots and a big chunk of chew in your mouth," says Joe Townsend, associate dean for student development at Texas A&M.

Students majoring in agricultural areas say they often find themselves explaining to their friends that they do not want to be farmers. "It's called, 'Let's play defending your major,'" says Erin Shaw, who graduated last month from the University of Illinois with a degree in food-science engineering. "Most people still don't understand that you can be in the College of Agriculture and not go into farming." She will begin work on her master's degree in food-science engineering at Illinois in the fall.

### Shortages of Graduates Seen

Despite the growing interest in agriculture majors, the U.S. Department of Agriculture predicts that, through the mid-1990's, there will be an annual shortage of about 11 per cent in the number of qualified graduates available to fill jobs in the food, agricultural, and natural-resource industries.

Allan D. Goeker, assistant dean for academic programs at Purdue's School of Agriculture, says that demand is strong for students majoring in turf science, for example, because the students are trained in how to maintain grass crops and soil at popular areas like golf

courses, recreational facilities, and parks. Advances in medical science have led to an increase in demand for students studying biochemistry and biotechnology, he says.

Shu Geng, a professor of agronomy at UC Davis, says that demand

**All you have to do  
is look at all the  
new products on the  
supermarket shelves.  
You just didn't see  
that five years ago."**

is also high for students in agricultural economics and marketing because of the growth in sophisticated, corporate farms in the United States. Students say they decided to specialize in agriculture majors to give them an edge in the job market.

Louise Disque, a recent graduate of Purdue University who majored in food-business management, is working as a marketing representative for Universal Flavors, an Indianapolis company that manufactures flavoring for carbonated and non-carbonated beverages. She says part of the reason she decided to go into the food industry was the growth in the food business and her interest in food science and agricultural economics.

"The industry is just exploding right now," she says. "All you have to do is look at all the new products on the supermarket shelves. You just didn't see that five years ago."

### Tight Job Market

Although many students majoring in finance are finding a tight job market in the banking industry, Scott Ridgway, a May graduate of Texas A&M who studied agricultural economics, is working as a credit analyst with First City Bank in College Station, Texas.

## Mathematics Program for Schools Advances

By CHRISTOPHER SHEA  
WASHINGTON

The College Board has issued the first update on its pilot program to eliminate tracking in middle- and secondary-school mathematics courses and to increase the number of students, especially minority students, with the skills to succeed in college.

A version of the program, called Equity 2000, was instituted in the 1990-91 school year at a Fort Worth school district. The College Board reported last week that enrollments in algebra courses in the Fort Worth district had risen 36 per cent from fall 1990 to fall 1991: from 3,101 to 4,211.

The most dramatic increase was by Hispanic males, whose enrollment in algebra courses rose by 75 per cent. In the fall of 1990, 342 Hispanic males in the eighth and ninth grades took algebra; in the

"I think my agricultural background and my financial courses allowed me to bring something extra to the company," he says. In his job, Mr. Ridgway will review loans made to farmers, agricultural companies, and real-estate businesses.

### Interest in the Environment

Other students say they were attracted to agriculture majors because of their interest in environmental issues. Erin Sizemore, a recent graduate of Texas A&M, says her interest in the environment led her to major in forestry.

"I was a math major, but then I took Forestry 101 and just loved it, so I changed my major when I was a sophomore," Ms. Sizemore says. "It's great because you're not confined to an office—you can work inside and outside—and you're around nature."

Ms. Sizemore will begin working July 1 for Blume Tree Services in Houston, clearing trees and brush from power lines. She will also be in a management-training program that will allow her to move into management within a few years.

Some administrators warn, however, that the boom in students' majoring in environmental areas could lead to a surplus of graduates in a few years.

Carole Middlebrooks, coordinator for alcohol and drug education at the University of Georgia, offered a possible explanation. She said that the average age for experimental use of alcohol was 11 or 12 years old. Some of those youngsters continue to drink. By the time they are in high school, they are drinking every weekend. And by the time they are in college, their tolerance level for alcohol is high.

"Their tolerance level is a key issue," she said. "The higher you push your tolerance level, the closer you push yourself to addiction."

## Probability That Students Will Drink to Become Intoxicated Found to Rise

By MARY CRYSTAL CAGE

Massachusetts college students who consume alcoholic beverages are more likely "to drink to get drunk" and become intoxicated more often than their counterparts in 1977.

The finding was reported in the *Journal of the American Medical Association* last week. Henry Wechsler, a lecturer on social psychology at the Harvard University School of Public Health, compared the results of his 1977 study of students at 34 New England colleges with the results of a 1989 survey of freshmen at 14 four-year institutions in Massachusetts.

Mr. Wechsler said that students "binge" because "they think it is important. They think it's an appropriate activity in a social setting," he said.

Mr. Wechsler and Nancy Isaac,

a research associate in health policy at Harvard, reported that:

■ In 1977, 20 per cent of the male students said they drank to become intoxicated. Twelve years later, the proportion of the men who drank to get drunk had doubled.

■ About 10 per cent of the female students said in 1977 that they drank to get drunk. Twelve years later, that proportion had tripled.

■ In 1977, 25 per cent of the male students said they had been drunk at least three times in a month. Twelve years later that proportion increased to 41 per cent.

■ The proportion of the women who said they had been drunk at least three times in a month rose from 14 per cent in 1977 to 37 per cent in 1989.

Although the study focused on

Students:

## Side Lines

The athletics department at the University of Massachusetts at Amherst is under scrutiny for the way it has spent state money.

The Post Audit and Oversight Committee of the Massachusetts House of Representatives has subpoenaed financial records from the university as part of a fact-finding inquiry, a spokesman for the panel said last week.

He said the committee had been contacted by people who provided it with documents suggesting that the sports program might have misspent state funds.

Reporters at the *Sunday Republican* of Springfield, Mass., which received copies of some state documents, published a report last month about what the paper called "lavish spending" over the last two years by sports officials at the university.

The newspaper said athletics administrators had taken dozens of trips to resorts and conferences at a time when the university was dropping teams and slashing its spending on sports and other programs. Since last year, the university has eliminated men's and women's tennis, men's and women's golf, women's volleyball, women's lacrosse, and wrestling.

University officials denied any wrongdoing and said the trips were necessary to run the sports program. One meeting identified by the newspaper was a three-day meeting of the Yankee Conference at the PCA National Resort in Florida in June 1991; another was a three-day meeting at Hilton Head, S.C.

Advocates for women at the University of Michigan are angry that President James J. Duderstadt attended a booster group's men-only honors banquet for athletes last week.

In a speech at the dinner, Mr. Duderstadt urged the Bob Ufer Quarterback Club, the sponsor, to change its "insensitive" policy and admit women. Even the mothers of the male athletes who were honored were barred from the banquet.

Jean Ledwith King, a local lawyer who has three degrees from the university, had written the president asking him not to attend the dinner and to stop using university facilities to stage stag events.

"He calls this booster group insensitive, but the height of insensitivity is for the president to go and address them," said Ms. King. "The effective way to deal with something like this is not to show up."

Ms. King said she planned to file a federal sex-discrimination complaint against the university.

The Black Coaches' Association has selected its first female president.

Maria Washington, women's basketball coach at the University of Kansas, was chosen to head the coaches' association, a 3,000-member advocacy group for black coaches at colleges and high schools,

## Athletics

# College Football Association Won't Push for a Quick Reversal of NCAA Reforms

Athletics directors say time is not right for changes

By DOUGLAS LEDERMAN

DALLAS

Football coaches are frustrated by their declining control over the sport. But athletics directors at universities in the College Football Association, while they sympathize with the coaches' plight, say that now is not the right time to try to reverse scholarship cuts or to seek a fifth year of eligibility for players.

At their annual meeting here last month, the CFA's 67 members voted not to propose legislation at next January's National Collegiate Athletic Association convention that would let athletes compete on sports teams for five years, instead of the current four. While the group's members voted in favor of setting the limit on football scholarships at 90, instead of 85 as it will be by 1994, top CFA officials said they doubted that such a plan would win the endorsement of the presidents' commission of the NCAA, which firmly controls the association's decision-making process.

Robert W. Lawless, president of Texas



Ken Hatfield, head of the CFA's coaches' committee: "How far can you continue to cut without damaging the game seriously?"

Tech University and outgoing chairman of the CFA board, said of the scholarship plan: "If the presidents' commission is not willing to sponsor it, it won't be on the floor."

"We're really talking about what's best strategy-wise," said Homer Rice, athletics director at Georgia Institute of Technology, in explaining the CFA's reluctance to support the 90-scholarship proposal without support from the presidents. "A lot of us support 90. We just don't think this is the right time to bring it up."

"It's Cut, Cut, Cut"

Mr. Rice and Mr. Lawless said they believed the presidents' commission had shown an increased willingness in recent months to listen to the opinions of the sports officials who deal with the issues every day.

That didn't placate the coaches.

"Every time we come to a meeting like this it's cut, cut, cut," said Don Nienhuis, head football coach at West Virginia University, who warned that the quality of the game was at stake. "We keep getting told there's nothing we can do, and we're just going to slide down the hill. Well, some-

Continued on Page A31

## State Law May Limit Number of Players on Nebraska Football Team

By DEBRA E. BLUM

Officials at the University of Nebraska at Lincoln say a state law that took effect this month may limit the number of players on the university's football team.

The law, approved by the legislature last year, says that as of June 1, no public college or university in the state may require an athlete to forgo need-based aid to remain eligible to play intercollegiate sports.

Nebraska officials say the law conflicts with a National Collegiate Athletic Association rule for Division I institutions that limits the number of scholarship athletes in certain sports.

State Sen. Ernie W. Chambers, sponsor of the measure, said the NCAA rules treat non-scholarship athletes—those who are recruited but not given athletics grants—unfairly.

"We are in the position where we have to choose between complying with state law and complying with the NCAA," said Al Papik, assistant athletics director and the compliance officer for the athletics department. "One of the options is to allow all student-athletes to accept other aid, engage them in competition, and then self-report to the NCAA and see what action it might take against us for violating the limit rules."

The new state law also requires that public colleges and universities uncapping the amount of outside grant money a scholarship athlete is allowed to receive. The NCAA has put a limit on that aid.

**16 Upperclassmen**

An NCAA spokesman said it was too early to say what if any penalties the association might impose for such a violation.

Next year's football squad at Nebraska, Mr. Papik said, is expected to include 24 athletes who say they have already been awarded need-based financial aid. Sixteen of those athletes, he says, will be upperclassmen, most of whom have already redshirted for one year and would not be eligible to receive athletic scholarships, according to NCAA rules.

**"My bill doesn't do anything but help the athlete, especially the non-scholarship athlete who has financial needs that are being ignored."**

The Black Coaches' Association has selected its first female president. Maria Washington, women's basketball coach at the University of Kansas, was chosen to head the coaches' association, a 3,000-member advocacy group for black coaches at colleges and high schools,

to practice with the team for one year. The university has asked any non-scholarship athlete who didn't accept one of those options to leave the team.

Officials at Nebraska say the new state law prohibits them from asking athletes to decline aid to remain on the team.

"We are in the position where we have to choose between complying with state law and complying with the NCAA," said Al Papik, assistant athletics director and the compliance officer for the athletics department. "One of the options is to allow all student-athletes to accept other aid, engage them in competition, and then self-report to the NCAA and see what action it might take against us for violating the limit rules."

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**Reductions in Amount of Aid**

According to Mr. Papik, however, Nebraska does not now limit the amount of outside grants scholarship athletes may receive. So that athletes may receive the full amount of grant money to which they are entitled without exceeding NCAA aid limits, he said, Nebraska reduces the amount of institutional aid given to athletes.

For instance, NCAA rules permit an athlete to receive a Pell Grant, as long as the total value of his or her financial aid does not exceed the total value of the athletic scholarship plus \$1,700. If a Nebraska athlete qualifies for the full \$2,400 available from a Pell Grant, the university awards the athlete \$700 less in institutional aid.

The practice is common among other Division I institutions.

## 26 Institutions Under NCAA Sanctions

A symbol (■) indicates action taken since this list was last published in *The Chronicle* (February 12).

### ADELPHI U.

**Violations:** Improper certification of eligibility of a male basketball player; cash payments to athletes; unethical conduct by a former coach; lack of institutional control.  
**Penalties:** No postseason competition in 1989-90; limits on new scholarships; probation from July 1989 to July 1992.

### AUBURN U.

**Violations:** Improper recruiting by coaches in men's basketball; improper loans by coaches to men's tennis players; unethical conduct by an assistant basketball coach and a former head men's tennis coach.  
**Penalties:** In basketball, NCAA barred the team from postseason play in 1991-92, restricted coaches' recruiting efforts in 1992, and cut expense-paid visits in basketball from 7 to 15 in 1992, among other things; the university froze an assistant coach's salary until July 1992, reassembled him out of coaching, and declined to replace him; reprimanded two other coaches; and cut its scholarships to 12 from 15 this year. In tennis, NCAA adopted penalties imposed by Auburn and the Southeastern Conference; forced the resignation of the head tennis coach and declined to renew an assistant coach's contract; cut scholarships to four from five in 1990-91 and 1991-92; barred the team from postseason play in 1990-91, and forfeited all wins from January 1988 through May 1990. Probation from November 1991 to November 1993.

### FLORIDA A&M U.

**Violations:** Improper benefits to women's tennis players; improper recruiting; unethical conduct by former head women's tennis coach.  
**Penalties:** No postseason play in 1990-91; no new scholarships until August 1, 1992; probation from June 1990 to June 1992.

### HAMPTON U.

**Violations:** Allowing two academically ineligible football players to compete on the team; lack of institutional control.  
**Penalties:** Public reprimand and censure; no postseason play after the 1991 football season; forfeiture of all football victories in 1986 and 1987 seasons; probation from February 1991 to February 1993.

### HARVARD U.

**Violations:** Ineligible football players permitted to play; excessive financial aid given to athletes; lack of institutional control.  
**Penalties:** No postseason football competition in 1992-93; football scholarships cut to 61 from 63 each year through 1993-94; expense-paid campus visits cut to 20 in 1992-93; former football coach barred from coaching in postseason competition at his new institution, Smith College; probation from December 1991 to December 1993.

### MARYLAND STATE U.

**Violations:** Excessive pay to a football player for minimal work; unethical conduct by the former coach.  
**Penalties:** No postseason competition in 1989-90; no postseason play in 1990; new scholarships cut to 21 from 25 in 1990-91; probation from August 1990 to August 1992.

### MD. STATE U.

**Violations:** Academic fraud; unethical conduct by the former coach.

## Athletics

## College Football Group Won't Seek Quick Reversal of NCAA Reforms

*Continued From Page A29*  
**that the men who run the programs still do not see it coming.**

"If we're supposed to do everything you're expecting us to, you might as well arrest me now," Mr. Sheriff said.

Joe Dean, the athletics director at Louisiana State University, asked whether Congress might provide an exemption for football.

"You don't think we can get a little relief in that area, for football?" Mr. Dean asked. Said Mr. Williams: "I don't see it coming."

Across town, another group of football coaches and sports officials—those from colleges that compete in Division I-AA, the next

tier of football programs below the game's biggest powers—met to discuss issues important to them. It was the first time officials from I-AA had ever met independently.

### Stung by Suggestion

Like the CFA, the I-AA group also agreed to try to persuade the NCAA to grant an extra year of eligibility to those athletes who lost a year because they scored 17 on the American College Test before the NCAA—at the testing service's suggestion—lowered the eligibility requirement to 17 from 18 last year.

On the issue of sex equity, the I-AA group agreed that colleges should be permitted to offer as few as six men's and eight women's sports—instead of the current NCAA minimum of seven for each—as one way of meeting the requirements of Title IX.

## Female Athletes Press Equality Claims at Bowdoin, New Mexico

### By DEBRA E. BLUM

Female athletes at the University of New Mexico and Bowdoin College have joined the fray over elimination of the program legal under Title IX.

Linda Estes, associate athletics director for men's and women's sports, said the addition of women's soccer would increase the opportunity for women to participate in the university's sports program because it would interest more students and involve more players.

### Women's Soccer Planned

New Mexico cut the women's soccer program in April and announced plans to replace it with women's soccer. The action came two weeks after the team's coach resigned because of alleged violations of National Collegiate Athletic Association rules.

In the lawsuit, filed in U.S. District Court in Albuquerque, members of the former team claim that neither the possible violations nor budget considerations raised by the university would make the

**Serious About Title IX**

Mr. Williams sought to put the group at ease, saying the department wanted to help colleges meet the law's requirement that they provide equitable opportunities and money for men and women.

In the last two years the NCAA has raised academic standards for athletes and cut the number of football scholarships and coaches.

The coaches are also angry at the National Football League for allowing its teams to draft players after their third collegiate year.

"How far can you continue to cut without damaging the game seriously?" Mr. Hatfield asked.

"We're trying to figure out where the bleeding's going to stop."

Some things at the meeting went the coaches' way. The directors and faculty representatives supported several recruiting measures, and the group agreed to sponsor a proposal to let athletes play in pads all 15 days of spring practice.

"We ought to have the right to work on fundamentals and protect the student-athletes," Mr. Hatfield said. "This is for our kids' sake, for safety's sake, for the good of the game."

**Civil-Rights Official Speaks**

The CFA meeting raised the specter of another potentially grave threat to college football—the campaign to promote equity for women in sports—and offered evidence

that the coaches are also angry at the National Football League for allowing its teams to draft players after their third collegiate year.

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"We ought to have the right to work on fundamentals and protect the student-athletes," Mr. Hatfield said. "This is for our kids' sake, for safety's sake, for the good of the game."

"Yes, but I'm not going to tell you which one," he said, to chuckles from the crowd. (It was Jake Crouthamel, athletics director at Syracuse University.)

After the session, however, a small group surrounded Mr. Williams as he left the podium. One

of the coaches asked him if he represented a particular college.

"Yes, but I'm not going to tell you which one," he said, to chuckles from the crowd. (It was Jake Crouthamel, athletics director at Syracuse University.)

At Bowdoin, members and former members of the women's ice-hockey team have filed a sex-discrimination complaint against the college with the U.S. Department of Education. The complaint, under Title IX of the Education Amendments of 1972, alleges that

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# International

## Sanctions Will Bar Serbia and Montenegro From Fulbright Program in 1992-93

Civil war may keep at home any participants from other parts of what used to be Yugoslavia

By SCOTT JASCHIK

WASHINGTON

**M. Full Ainina**, an associate professor of finance at Wright State University, has taken a leave of absence from that post to serve as Mauritania's Ambassador to the United States.

"I would like to start a new economic relationship between our two countries and attract more American business," Mr. Ainina said.

Two years ago Mauritania shifted from a military government to a multi-party democracy.

Presidential elections were held in January 1991. Mr. Ainina has been serving as an adviser to the winner, President Maouya Taya, since last July.

Mr. Ainina wants to attract tourism to his native country, which boasts the longest beach in Africa. He said he also planned to establish student- and cultural-exchange programs and was working first on an exchange involving Wright State.

Mr. Ainina said that he planned to return to teaching eventually, and that he would always consider himself part of the university's family. "When President Bush asked me what I had done before, I told him I was on the faculty of Wright State University."

**Mikhail Gorbachev** will make his first visit to Israel next week, where he will be honored by the Technion-Israel Institute of Technology.

The institution will present the retired head of the former Soviet Union with its Harvey Prize for his contributions toward advancing peace in the Middle East.

The prize, which includes a \$35,000 cash award, is sponsored by the American Society for Technion, the institution's U.S. fund-raising arm. It is named in memory of Leo Harvey of Los Angeles, who had been a leader of the society.

In an interview on French television, Education Minister Jack Lang said he planned to increase the autonomy of the country's universities. But, he added, an overall national policy was needed to supply cohesion to higher education in France.

Mr. Lang said universities must adapt to the times. "I want universities to remain a place for 'high learning,' for literature and philosophy," he said. "But they must also offer short, more professionally oriented degrees that will respond to the needs of business."

Asked if he was in favor of sharply reducing the number of fields in which diplomas are awarded for two years of university study, as his predecessor had recommended in a controversial reform proposal that Mr. Lang has tabled, the minister said he preferred a case-by-case approach. "I think it's best if each university decides, with the government, which disciplines it wants to offer," he said. Further details of his own reform plans will be forthcoming, Mr. Lang said.

**In the 1991-92 academic year, as the situation in Yugoslavia deteriorated, Americans who had been awarded Fulbright grants to work in Yugoslavia were assigned to other countries or given the option of postponing their grants. Yugoslav recipients of Fulbright awards—from all of the republics—were allowed to come to the United States.**

**Students and faculty members from Bosnia-Herzegovina, Croatia, Macedonia, and Slovenia will be allowed to participate, but it is unclear whether many of them will be able to leave their homes to accept positions at American institutions.**

**Russia's Science Academy Forms U.S. Firm to Solicit Commercial Research Contracts**

By KIM A. McDONALD

FALLS CHURCH, VA.

**In an effort to generate millions of dollars in revenue for science institutes in Russia, that country's academy of sciences has formed an American corporation to solicit commercial contracts for research involving Russian scientists.**

**Based here in a suburb of Washington, the unusual commercial venture, Russian-American Science Inc., was formed this spring in a partnership involving the academy and two Omaha-based companies with business interests in Russia—California Energy International and Peter Kiewit Sons.**

**The new company is run by two former diplomats who had been assigned to the Russian Embassy in Washington—Anatoliy V. Shishkin, a former science adviser, and Vladimir Akulin, a former economic counselor. Both hold the title of vice-president of Russian-American Science.**

**In an interview, Mr. Shishkin said the company would serve as the U.S. commercial representative for the Russian**

*Continued on Page A34*



**Anatoly V. Shishkin**, a vice-president of Russian-American Science: "Humanitarian aid is important, but it cannot help us forever. It is just temporary relief."

**publics. The United States Information Agency, which runs the Fulbright Program, bases its decisions on State Department travel advisories and on government sanctions imposed by the President, according to Lawrence I. Plotkin, chief of European academic exchanges branch of the USIA.**

**Mr. Plotkin said the Fulbright program with Yugoslavia was considered to be highly successful before the civil war there. About 50 Americans typically go to Yugoslavia each year, and about the same number of Yugoslavs come to the United States, he said.**

**"It was a very strong program," said Mr. Plotkin, who was cultural attaché at the U.S. Embassy in Belgrade from 1989 to 1990.**

**He added: "It's a country that's interesting to scholars for its history and culture and very diversity as a country when it successfully packaged a wide variety of ethnic groups."**

### No Longer a Bilateral Group

**A joint American-Yugoslav commission managed the exchanges, but Mr. Plotkin said the commission was no longer functioning as a bilateral group. The USIA cannot set up new commissions with the former Yugoslav republics until full diplomatic relations are established between the United States and those republics, Mr. Plotkin said.**

**Americans working at the commission office in Belgrade and at U.S. consulates are continuing to promote the Fulbright program, Mr. Plotkin said. As recently as two weeks ago, he said, interviews were being held with Fulbright applicants from Macedonia and Slovenia. "But the desire of someone to get out and accept a grant is another issue," he said.**

**He added: "The program has maintained credibility in the academic community."**



**Students line up to register for classes at the National Autonomous University of Mexico, which has an enrollment of 270,000. Tuition at the institution has not gone up in 44 years; it now costs less to attend the university than it does to take a Mexico City cross-town bus.**

## Student Leaders Say They'll Shut Down Autonomous U. of Mexico if It Pursues Its Plan to Raise Tuition for First Time in 44 Years

By RHONA STATLAND DE LOPEZ

MEXICO CITY

**Student leaders at the National Autonomous University of Mexico have pledged to mobilize opposition and shut down the institution if it follows through on its plan to increase tuition for the first time in 44 years.**

**Equivalent of 6 Cents**

**"By now, we just wish the university would announce the increase in order to break the tension," says Enrique Daltabuit, director of academic computer services at the institution. "It would be a relief to let whatever reaction is anticipated actually happen."**

**Six months ago officials of the university said they could wait no longer for government funds to finance long-needed improvements and hence would raise tuition. But the exact amount of the increase still has not been decided. A committee appointed by the university's rector that had been scheduled to make its recommendation last month failed to do so.**

**About 1,000 of the positions are at the new Hong Kong University of Science and Technology, which began limited operations last fall with about 700 students. Within four years it expects to enroll 7,000. A "working party" from the seven Hong**

*Continued on Page A34*

**impact of the tuition hike on the institution's 270,000 students. Others say that the longer the process goes on, the more likely it is to cause controversy.**

**Mexico City. It has not been raised**

**since 1948, when it was set at 250 pesos a year. At the time, that amount was substantial—tuition revenues then provided 25 percent of the university's operating budget—but years of inflation and devaluation have turned it into the equivalent of six cents.**

**Laboratories, libraries, equipment, and entire buildings have fallen into disrepair for lack of funds. Many faculty members have left in search of better-paying positions at private universities. Federal subsidies have been insufficient, especially since Mexico has endured a decade of economic crisis from**

**which it is just now recovering. But despite its bleak financial outlook, the university has been loath to raise tuition. "One of the major reasons for this reluctance," says Gerardo Lopez Ruiz, a 1965 graduate of UNAM's School of Economics who is now a development banker here, "is the country's commitment to the idea of a free education for all."**

### A Promise to the Masses

**Says Mr. Daltabuit: "UNAM is a symbol of Mexico's promise to the masses since the Revolution of 1910 that they will be able to improve themselves through education."**

**Article 3 of the Constitution states that all Mexicans are entitled to a free education. Whether or not this includes higher education is a subject of debate.**

**While most students seem to recog-**

*Continued on Following Page*

## Hong Kong to Double Enrollments and Add up to 3,000 Academic Posts

By PAUL DESRUISEAU

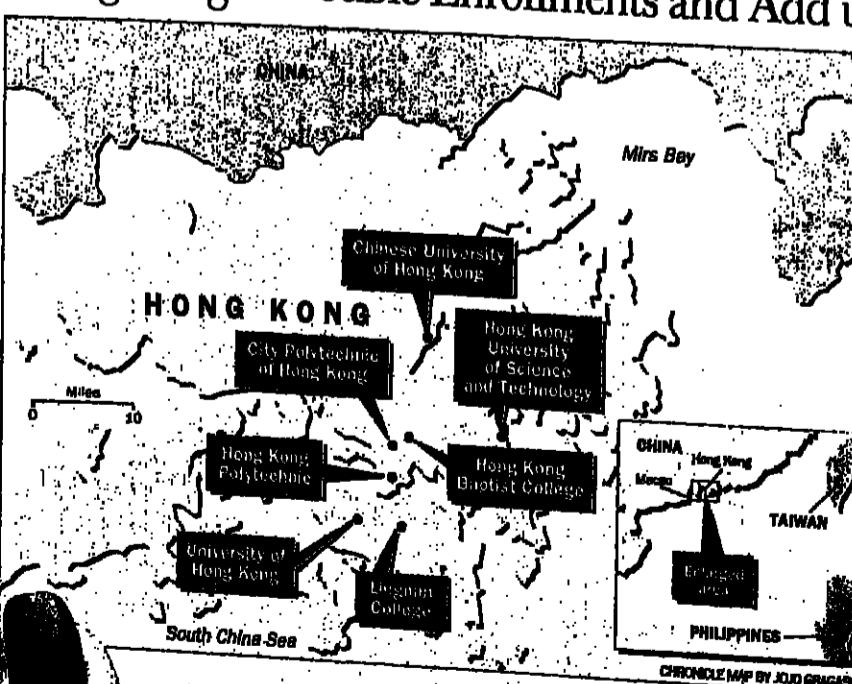
CHICAGO

**Higher education in Hong Kong has embarked on a massive expansion program.**

**Five years before it is to be turned over to the People's Republic of China, the British colony wants to double the number of places for first-year students at its seven colleges and universities—to 15,000 by the 1994-1995 academic year. In the same period, Hong Kong will fill between 2,000 and 3,000 new academic positions at the Ph.D. level. Most of those jobs are expected to go to scholars from outside the colony.**

**About 1,000 of the positions are at the new Hong Kong University of Science and Technology, which began limited operations last fall with about 700 students. Within four years it expects to enroll 7,000. A "working party" from the seven Hong**

*Continued on Page A34*



## Hong Kong to Double Enrollments and Add up to 3,000 Academic Posts

*Continued From Page A32*

Kong institutions conducted recruiting tours of the United States, Canada, and Britain this past winter and now are making offers to potential faculty members. The Chinese University of Hong Kong already has extended 80 such offers for the fall, according to Mark L. Sheldon, director of its Office of Academic Links.

"These institutions are making plans for life beyond 1997," said Mr. Sheldon. China will take over the colony on July 1, 1997, when Britain's 99-year lease expires.

Mr. Sheldon was one of several university officials from Hong Kong and experts on the region who spoke about changes in higher education in the colony at the annual meeting here of NAFSA: Association of International Educators.

## Russians Form an American Company to Solicit Research Contracts

*Continued From Page A32*

Academy of Sciences. In that role, the company will help the academy's institutes obtain contracts from U.S. companies and promote research by scientists in Russia that could lead to commercial developments in both countries.

Mr. Shishkin said the academy hoped the commercial partnerships that develop from the research would promote long-term collaboration with American companies.

**"The financial situation of the academy now is so difficult that only a few institutes can afford to buy new equipment or new computers."**

and bring some financial stability to the academy's institutes.

"Humanitarian aid is important, but it cannot help us forever," he said. "It is just temporary relief. What is really helpful to us are mutual projects in a variety of fields."

In the short term, the commercial contracts will help the academy by providing hard currency to the academy's 350 research institutes and 65,000 scientists, many of whom have no funds to buy equipment or chemicals to maintain their laboratories.

The financial situation of the academy now is so difficult that only a few institutes can afford to buy new equipment or new computers," Mr. Shishkin said. "Very often our institutes have money only to pay salary. And the salary is not enough for the scientists."

Two agreements already have been signed with Russian-American Science that will focus the academy's commercial efforts on two areas of research—the development of new methods for the disposal of municipal and nuclear wastes, and the development of computer software.

In the first agreement, made with Science Applications International Corporation of San Diego, the

million in building and start-up funds. Cost overruns on the project have sparked some local controversy.

In addition to the science university, the colony's higher-education system includes the Chinese University of Hong Kong, the University of Hong Kong, and four other degree-granting institutions: City Polytechnic of Hong Kong, Hong Kong Baptist College, Hong Kong Polytechnic, and Lingnan College.

Glenn L. Shive, a consultant and former head of the Hong Kong bureau of the Institute of International Education, said the colony was putting its financial resources into strengthening its institutions and its infrastructure in advance of 1997. "The economy there is a knowledge-intensive one, and they recognize the need to build up the research and development infrastructure," he said.

However, he noted, the growth in higher education is required by changes in Hong Kong itself.

"We tend to look at this expansion through the lens of 1997, but the real forces that are shaping the fundamental changes in higher education there are really longer term," he explained. "Simply put: It's time for the university-level education system to grow. Elementary education in Hong Kong was required by law only in 1971, and in the 70's the elementary system grew, in the 80's the secondary system grew. So no matter what happens in 1997, it would still be time to absorb this first large cohort of middle-class Hong Kong kids heading to higher education."

According to Mr. Sheldon, most of those who will be brought to Hong Kong from North America are not Chinese-area scholars, although many will have special Chinese linguistic or cultural skills. "Overseas Chinese" are one of the targets of the recruiting drive. The vice-chancellor of the University of Science and Technology, Chiwei Woo, left the presidency of San Francisco State University for the post in Hong Kong.

Mr. Sheldon said Hong Kong universities were seeking to develop better ties with higher education in China and overseas.

One important development on this front is the establishment of a new Center for American-Hong Kong Education Exchanges, to be based on the campus of the Chinese University. The project is co-sponsored by the American Council of Learned Societies, the Institute of International Education, the Social Science Research Council, and the United States Information Agency. Mr. Sheldon said the center would serve as "a switchboard" to help American universities relate to higher education in Hong Kong.

Mr. Shive said some of the challenges facing Hong Kong had been exaggerated. "This sense of impending doom and this notion of brain drain seem to be the Hong Kong image that has stuck with Americans," he said. "And it's still sticking, even after it is relevant."

"The brain drain has stabilized. A lot of people are leaving, but

academy will develop new technologies that can be applied by American companies to environmental problems in both countries. Such technologies include the use of electron beams for sterilizing municipal and industrial waste, and the use of accelerators to convert nuclear waste to non-radioactive substances.

In a similar agreement with the Federal Computer Corporation of Falls Church, the academy will use leading mathematicians and scientists working in Russia to develop high-quality computer software for American companies.

Mr. Akulin said the joint agreements with the two American companies would provide the academy with expertise in dealing with U.S. commercial regulations. In return, Russian-American Science will provide contacts and advise some of the companies involved on how to establish businesses in Russia.

He said each of the agreements would involve hundreds of researchers in Russia and generate millions of dollars in revenue.

**First of Its Kind**

Mr. Shishkin said the formation of Russian-American Science was the brainchild of Yuri A. Ossipyan, a member of the academy's president who had long promoted collaboration between American and Russian scientists. Mr. Ossipyan serves as the new company's president, while Yuri S. Ospov, president of the Russian academy, is the company's director.

Russian-American Science was the first venture of its kind for the academy, said Mr. Shishkin. Academy officials had decided to locate it in the United States, he said, because of the enormous potential for commercial contracts here and the long tradition of U.S. collaboration with Russian scientists.

If the venture proves to be successful, Mr. Shishkin said similar companies could be formed in Europe, Japan, or even South Korea.

But, he emphasized, "Right now, we don't have such plans. We'd like to prove this model can work. Then we can think about the other possibilities."

Usually UNAM raises its tuition, says Gerardo Lopez Ruiz. "It will be unable to raise its standards."

there's always been an import-export of talent from Hong Kong.

Most of the new faculty positions in Hong Kong are at the assistant professor level, although some higher-ranking posts are also being filled. To help attract new academic blood, Hong Kong institutions are trying to arrange joint professorial appointments with universities in other countries.

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Colonel Ripley will end a 30-year career in the U.S. Marine Corps when he succeeds Joyce O. Davis on July 1.

Reed College mounted a very broad-ranging presidential search after James L. Powell resigned in 1991 to become president of the Franklin Institute in Philadelphia. Headed by Stephen McCarthy, an alumnus, the search sought advice from all possible constituencies. (There had been great deal of criticism of the process that ended in Mr. Powell's appointment in 1988.)

The search ended last month when Steven S. Koblik, dean of the faculty and professor of history at Scripps College, was named president.

Last fall, a member of Reed's Board of Trustees had opined, "Reed's not ready for a woman president."

In February 1991, Paul J. Olscamp, president of Bowling Green State University, announced that he would retire in June 1994. This spring, Mr. Olscamp, who is 54 and a professor of philosophy, changed his mind and decided he'd like to stay in office a little longer. The university's trustees subsequently voted to extend his contract through the 1995-96 academic year—freezing his salary at \$132,000, its current level.

Opinions came from a variety of sources. Antonio Gago Huguet, director of higher education for the Secretariat of Public Education, said that tuition in public universities should be raised so that added government subsidies could be used to improve research facilities.

Cecilia Romero, secretary general of the opposition National Action Party, said it was "disposed toward any initiative that would augment the economic resources of the university."

But the National Autonomous University of Mexico, which sprawls out over an 800-acre main campus and four other centers in the city, fears being labeled "elitist."

Just as the university's magnificent murals by outstanding Mexican painters heralded the idea of art for the masses, UNAM is dedicated to educating "the people."

The institution says it is doing everything it can to carry on the tradition of making higher education available to all who want it.

Yet, in its effort to offer an education to all, critics say UNAM

also favors a tuition hike. Their salaries, despite some raises, have fallen far behind inflation, and their buying power has dropped 50 percent over the past decade. Many faculty members say they are hanging on to their jobs in the hope that the tuition increase will provide a decent salary for them.

Unless UNAM raises its tuition, says Gerardo Lopez Ruiz, "it will be unable to raise its standards."

Henry Panion, a Grammy-winning assistant professor of music at the University of Alabama at Birmingham, will spend his conducting a 35-piece orchestra for Stevie Wonder's nine-country European tour.

Said Mr. Panion: "It's a major responsibility and a major opportunity. I'm almost numb with excitement."

And what are you doing on your summer vacation?

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International

**Gazette** CONTINUED

**Harold Dolanoy**, executive vice-president emeritus of American Association of State Colleges and Universities, to interim president of Bowie State U.

**Tonda K. Devon**, coordinator of student programs and the University Scholars Program at Pennsylvania State U., to provost and academic dean of Wilson College (Pa.).

**Ann H. Die**, dean and chief executive officer of H. Sophie Newcomb Memorial College and associate provost of Tulane U., to president of Hendrix Col.

**Paul Dixon**, associate dean of the college of education at U. of South Carolina, to dean of the college of education at U. of North Texas, effective September 1.

**Michael Drake**, former director of development for the Oregon chapter of the Arthritis Foundation, to director of annual giving at Pacific U.

**John A. Dunn, Jr.**, former vice-president for planning at Tufts U., to acting president of Drexel Univ.

**Peggy Gordon Elliott**, chancellor of Indiana U.-Northwest, to president of U. of Akron, effective August 1.

**Sam Farley**, former budget director of City of Austin, Tex., to associate director of phonics and major gifts and executive assistant to the vice-president at Northwestern U.

**Linda J. Farnik**, interim university librarian at Old Dominion U., to university librarian at Radford U.

**Mary Finger**, director of development at U. of Wisconsin at Milwaukee, to director of development for the university library at Northwestern U.

**Carolina M. Fisher**, associate professor of marketing at Loyola U. (La.), also to director of graduate programs in the college of business administration.

**Linda Friedman Flamer**, member of the development staff for the school of law at Northwestern U., to associate director of development for the college of law and sciences.

**Bobby S. Garvin**, vice-president of Mississippi Gulf Coast Community College, to president of Mississippi Delta Community College.

**Tami B. Gilbeaux**, former assistant di-

rector of financial aid at Southern Methodist U., to director of federal and state programs in the office of student aid at Pennsylvania State U.

**Emilia M. Gilfoyle**, interim provost at Colorado State U., to provost and academic dean of Wilson College (Pa.).

**Cecilia A. Goodrich**, interim dean of the college of arts and sciences at Cleveland State U., to dean.

**Erla H. Gould**, vice-provost and academic affairs at St. Cloud State U., to vice-president at

**Barbara Grachuk**, interim vice-president for academic affairs at St. Cloud State U., to vice-president.

**Lee A. Halgren**, provost and vice-chancellor for academic affairs at U. of Wisconsin at Platteville, to acting chancellor.

**Richard A. Hanson**, professor of history at Pomona College, to dean of faculty at Lawrence U.

**Thomas H. Hartig**, former director of development at Stephens College, to senior development director at Kent State U.

**Colleen Hegner**, dean of students at College of St. Catherine, also to vice-president for enrollment management.

**Christine Handke**, director of public relations for the Bronx and C. W. Post campuses of Long Island U., to university director of public relations.

**Michael K. Hoher**, president of U. of Maryland-Baltimore County, to president of U. of Massachusetts, effective September 1.

**James C. Hunt**, chancellor of U. of Tennessee at Memphis, has announced his resignation, effective in 1993.

**Jerry Hudspeth**, director of annual funds at Radford U., to director of university advancement.

**Carol Ann Jabs**, president of Mater Dei College, to president of College Misericordia.

**Lee R. Kerchner**, senior vice-chancellor for academic affairs at California State U. system, to interim president of California State U.-Stanislaus.

**John P. Lammer**, systems-engineering and marketing manager at International

**Business Machines Corporation** (Scranton, Pa.), to director of development at Marywood College (Pa.).

**Jerry A. Lee**, president of Dutchess Community College, has announced his retirement, effective August 31.

**Richard C. Levin**, professor and chairman of economics at Yale U., to dean of the graduate school of arts and sciences.

**James J. Linkz**, dean of instruction at Cattions Community College, to president of Bucks County Community College.

**Kenneth Shihata**, director of the Bechtel campus of Southeastern Community College (Neb.), has retired.

**Joseph N. Shultz**, professor at Ashland U., has announced his retirement, effective July 1.

**Alexander Smith**, dean of student life at Denison U., to vice-president for student life and dean of students at Wartburg College.

**Robert M. Dickler**, chief executive officer of U. of Missouri Hospital Clinic, to vice-president for clinical services at Association of America Medical Colleges, effective September 1.

**Betsy Smith DuBois**, provost at Tulane Junior College, has been elected president of National Council of Community Services and Continuing Education.

**Alan E. Forerstrop**, director of research and information services at International Reading Association, to executive director.

**MISCELLANY**

**Thomas Blanton**, deputy director of National Security Archive at Funds Peace, to director of the archive.

**Thomas M. Goffman**, former vice-chair of the University of Nevada at Las Vegas, to executive director and chief administrative officer of Orthopedic Research and Education Foundation.

**Simon Ostrach**, professor of engineering at Case Western Reserve U., also home secretary of National Academy of Engineering.

**Deaths**

**Willard L. Graves**, K2, professor of mathematics at Drury College, May 16 in Springfield, Mo.

**John E. Ivie, Jr.**, 73, former dean of education at Michigan State U., and former executive vice-president of New York U., May 24 in Chapel Hill, N.C.

**Robert J. Kane, XI**, dean emeritus of physical education and athletics at Cornell U., and former president of U.S. Olympic Committee, May 31 in Ithaca, N.Y.

**Irwin G. Lieb**, 66, professor of physics and former vice-president and chair of the College of Letters, Arts, and Sciences at U. of Southern California, May 21 in Los Angeles.

**Sidney P. Marland, Jr.**, 77, former president of College Board and former U.S. Commissioner of Education, May 20 in Hampton, Conn.

**John N. Meagher**, 66, clinical professor emeritus of neurosurgery at Ohio State U., May 17 in Columbus, Ohio.

**Eugene F. Murphy**, 74, professor emeritus of modern languages at Hobart and William Smith Colleges, May 19 in Geneva, N.Y.

**Sterling A. Stoumen**, 89, former professor of Spanish at U. of North Carolina at Chapel Hill, June 2 in Chapel Hill, N.C.

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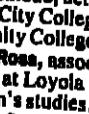
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*A symbol (\*) marks items that have not appeared in previous issues of The Chronicle.*

**JUNE**

**17: Admissions and records**, Workshop, Virginia Association of Collegiate Registrars and Admissions Officers, Mary Washington College, Fredericksburg, Va. Contact: Shelley Olds, Admissions Office, Randolph-Macon College, Ashland, Va. 23005; (434) 752-7305.

**17: College guides**, "Everything You Want to Know About College Guides," American Repertory Theatre's Institute for Advanced Theatre Training at Harvard U., to director of the program in drama and professor of the practice of drama at Duke U.

**Col. John W. Ripley**, professor of naval science at Virginia Military Institute, to president of Southern Seminary College.

**Jose Robledo**, acting president of Los Angeles City College of Los Angeles Community Colleges, to president.

**Susan Ross**, associate professor of biology at Loyola U. (Md.), to director of women's studies.

**Claudia Sandin**, doctoral candidate at Nova U., to director of marketing for the school of business and entrepreneurship, Washington. Contact: CASE, Suite

400, 11 Dupont Circle, Washington 20036; (202) 328-5999.

**17-28: Higher education**, "United Methodist Higher Education: In Search of Quality," conference, Board of Higher Education and Ministry of United Methodist Church, Loews Vanderbilt Plaza Hotel, Nashville. Contact: Board of Higher Education and Ministry, United Methodist Church, 1001 19th Avenue, Suite P.O. Box #71, Pratt Community College, Pratt, Kan. 67124; (316) 672-5641.

**18-20: Research administration**, "Fundamentals of Sponsored-Project Administration," training program, National Council of University Research Administrators, Minneapolis. Contact: NCURA, Suite 220, One Dupont Circle, Washington 20036; (202) 466-3894.

**17-21: Student recruitment**, "The Real Cost of Recruitment," workshop, Council for Advancement and Support of Education, Philadelphia. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5990.

**17-20: Computers**, international conference on computers and learning, Asia University, Wolfville, Nova Scotia, Canada.

**17-19: Fund raising**, "How to Prepare Your Fund-Raising Plan and Evaluate Your Results," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite

400, 11 Dupont Circle, Washington 20036; (202) 328-5999.

**17-28: Science**, "The Changing Culture in Science—Bringing It into Balance," conference, National Science Foundation Science and Technology Centers and other sponsors, Berkeley, Calif. Contact: Rose Bergeron, Center for Particle Astrophysics, 301 Le Conte Hall, University of California, Berkeley, Calif. 94720.

**21-23: Social sciences**, "1992 Academic User Conference," 1992 Inc., University of Washington, Seattle. Contact: 1992 Inc., 444 North Michigan Avenue, Chicago 60611; (312) 329-3375.

**17-20: Disabilities**, annual convention, Society for Disability Studies,

**21-24: Admissions**, "Alumni Volunteers in Admissions," meeting, Annapolis Institute, Annapolis, Md. Contact: David R. Gibson, P.O. Box 1483, Annapolis, Md. 21404-1483; (410) 266-4993.

**Association of American University** Presidents, Palmer House, Chicago. Contact: Maria Chancoll, AAU, Suite 410, 514 Broadway, New York 10012; (212) 493-2615.

**22-25: Planning**, "Life, Career, and Educational Planning Facilitator Training Workshop," Rockland Community College, Stony Point Conference Center, Stony Point, N.Y. Contact: Mairi Liberace, Assistant Dean, Instructional and Community Services, Rockland Community College, 145 College Road, Suffern, N.Y. 10588; (914) 356-4650, ext. 276.

**22-28: Engineering**, "Creativity—Educating World-Class Engineers," annual conference, American Society for Engineering Education, Toledo, Ohio. Contact: ASCE, Suite 200, 11 Dupont Circle, Washington 20036; (202) 293-7041.

**22-28: Communication**, Institute on technical communication, Southeastern Conference on English in the Two-Year College, Miami Community College, Raymond, Miss. Contact: Pamela Blasius, Florence-Darlington Technical College, P.O. Box 100549, Florence, S.C. 29501; (803) 661-8137, or Ann Castor, Hinds Community College, Raymond Campus, Raymond, Miss. 39135; (662) 222-4951.

**22-28: Fundraising**, "Educating Citizens for 21st-Century America: Strengths From Diversity," institute, University of Findlay, Findlay, Ohio. Contact: Jean Nye, Director, International Center for Language and Research Development, University of Findlay, 1000 North Main Street, Findlay, Ohio 45332; (419) 322-7149.

**22-28: Partnerships**, "Partnerships: With Cases, Simulations, Games, and Videos," international conference, World Association for Case Method Research and Application, Limerick, Ireland. Contact: Marilyn Thurston, 23 Mackintosh Avenue, Needham, Mass. 02192-1218; (617) 387-7670 or (617) 287-7671.

**22-24: Fluid dynamics**, annual conference on fluids engineering, American Society of Mechanical Engineers, Los Angeles. Contact: ASME, 345 East 47th Street, New York 10017.

**21-24: Publishing**, annual meeting,

**20041**; (703) 476-2604, fax (703) 476-2924.

**23-28: Administration**, "Chairing the Academic Department: for Deans, Division, and Department Chairpersons," workshop, American Council on Education, Radisson Park Terrace Hotel, Washington. Contact: (202) 339-9415.

**23-27: Student personnel**, "The Team-Effectiveness Equation: Maximizing Student Performance," conference, University of Michigan, Breckinridge, Colo. Contact: BRAC/Clearinghouse, 2108 School of Education, University of Michigan, Ann Arbor, Mich. 48109-1259; (313) 984-9492, fax (313) 747-2425.

**23-28: Theater**, meeting, International Thespian Society, Ball State University, Muncie, Ind. Contact: Educational Theatre Association, 3368 Central Parkway, Cincinnati 45223-3922.

**24-28: Student personnel**, "Campus Cultures: Creating Community," institute on student affairs, University of Northern Colorado, Greeley, Colo. Contact: Summer School, Fraser Hall, University of Northern Colorado, Greeley, Colo. 80639; (800) 423-7149.

**24-28: Public health**, "Cross-Cultural Training for Health-and-Human-Service Professionals: With Cases, Simulations, Games, and Videos," international conference, World Association for Case Method Research and Application, Limerick, Ireland. Contact: Marilyn Thurston, 23 Mackintosh Avenue, Needham, Mass. 02192-1218; (617) 387-7670 or (617) 287-7671.

**24-28: Fluid dynamics**, annual conference on fluids engineering, American Society of Mechanical Engineers, Los Angeles. Contact: ASME, 345 East 47th Street, New York 10017.

**24-27: International issues**, "Partnership Initiatives in the Global Village," conference, Fairleigh Dickinson University, Wroxton, England. Contact: Julian Malnick, Public Administration Institute, 21 Montrose Avenue, Rutherford, N.J. 07070; (201) 460-5334.

**21-24: Management**, "Management Development," conference, Harvard University, Cambridge, Mass. Contact: Sundra Smith, (202) 368-6750.

